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ABSTRACT

The Kentucky Teacher Internship Program provides a comprehensive supervision, assistance, and assessment education program for beginning teachers. Its major objective is to establish a formal system whereby principals, resource teachers, and teacher educators assist, supervise, and assess the progress of new teachers. School personnel and teacher educators are trained in the use of a performance measurement system based on behaviors shown by research to have a direct relationship to improved pupil achievement. An intern who, in the judgment of the Teacher Intern Committee, has made expected professional progress and completed the educational requirements will have the provisional teaching certificate extended for the remainder of the usual duration period established for that particular certificate. An intern whose skills are judged to be below an acceptable level may continue the internship for a second year. This handbook outlines the responsibilities and expectations for both the teacher intern and the committee members (the principal, the resource teacher, and the teacher educator/instructional supervisor). Appendices include the sample forms used in the program. (JD)

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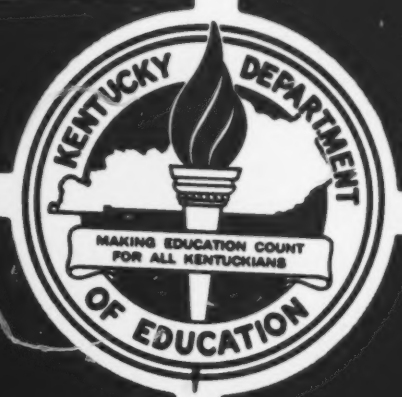
KENTUCKY TEACHER INTERNSHIP PROGRAM (KTIP)

Handbook for Teacher Interns and Teacher Internship Committees



Department of Education
Office of Instruction
Division of Teacher Education and Certification
Frankfort, Kentucky 40601

July 1990
printed with state funds

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TIMETABLE FOR THE KENTUCKY TEACHER INTERNSHIP PROGRAM COMMITTEE-FULL-YEAR INTERNS (Fall-Spring Semesters)

Opening of School Term

First Committee Meeting Prior to Any Observation.

Scheduled Through the Principal; Committee Members and Intern Present (presence of the teacher educator is optional for the first meeting only); Orientation to the Kentucky Teacher Internship Program.

By November 15

First Set of Observations by Committee Members.

Second Committee Meeting, Scheduled Through the Principal; All Committee Members Present, Joined Later by Intern. Initiate PDP and Portfolio.

By February 15

Second Set of Observations by Committee Members.

Third Committee Meeting, Scheduled Through the Principal; All Committee Members Present, Joined Later by Intern. Implement PDP and Expand Portfolio.

By April 10

Third Set of Observations by Committee Members.

Final Committee Meeting, Scheduled Through the Principal.
Part A: All Committee Members Present; Joined Later By Intern. Review PDP and Portfolio.
Part B: All Committee Members Present.
Committee Makes Professional Judgment Regarding Satisfactory Completion of the Internship Year.

By April 15

Final "Report of the Teacher Internship Year" (TC-12) Completed and Filed in Kentucky Department of Education.

NOTE:
1. If the intern's job starts or the committee assignment is made later than the beginning of the school year, the chairperson of the committee is expected to adjust the timetable accordingly, except for the April 15 decision.
2. For interns who change school buildings and/or school districts during the internship year, it is recommended that at least two observations be held by the new committee.
3. Every attempt should be made to schedule committee meetings in conjunction with the teacher educator observations.

HANDBOOK FOR THE KENTUCKY TEACHER INTERNSHIP PROGRAM

Prepared by the Kentucky Department of Education
Office of Instruction
Division of Teacher Education and Certification

The Department of Education does not discriminate on the basis of race, color, national orgin, religion, marital status, sex or handicap.

Printed with State Funds

N O T I C E

The material in this handbook is intended to provide guidelines for the operation of the Kentucky Teacher Internship Program committees. All persons involved with the program should follow the guidelines closely in order to avoid problems which may arise as a result of appeals of the committee decisions. In particular, a careful record should be kept of the number of out-of-class hours a resource teacher spends in consultation with the intern (50 for a full year 25 for a half a year), because this consultation is the basis on which payment is made to the resource teacher. Through use of this handbook, the committee can ensure that all provisions of KRS 161.030 and the Kentucky Administrative Regulations for the Kentucky Teacher Internship Program have been carefully followed.

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INTRODUCTION

The goal of the Kentucky Teacher Internship Program is to increase the likelihood that new teachers will experience success during their first year in the classroom. The focus of the program is on the improvement of classroom performance through the strengthening of productive teaching behaviors and the elimination of counterproductive behaviors.

The handbook is designed to help achieve this goal by providing the teacher internship committee and the teacher intern with information about the internship program. The teacher internship committee works with the intern to identify effective and ineffective teaching behaviors. The committee members function as a team to build upon the intern's teaching strengths and to decrease counterproductive teaching behaviors. At the end of the internship year, the teacher internship committee is responsible for making a professional judgment regarding continuation of certification for the intern. A teacher intern who, in the committee's judgment, has made expected professional progress and who has completed the educational requirements will have his or her one-year provisional teaching certificate extended for the remainder of the usual duration period established for that particular certificate. A teacher intern whose skills are judged to be below an acceptable level may, if employed, continue the internship for a second year.

The Kentucky Teacher Internship Program, administered by the Office of Instruction and Office of Vocational Education, provides a sound basis for other evaluation measures and professional development policies that have been implemented by a school district. The program is not intended to replace any policies or procedures relating to evaluation of school personnel or to continuing professional development.

The Office of Vocational Education administers the Testing and Internship Program for all Non-Teacher Preparation and Non-Degreed Vocational Instructors, the majority of whom are found in Industrial Education, Health and Personnel Services and Public Service Occupations. See Appendix E of this handbook.

ACKNOWLEDGEMENTS

Implementation of the Kentucky Teacher Internship Program is accomplished through regulations approved by the State Board for Elementary and Secondary Education. The internship regulation, 704 KAR 20:320, is in Appendix D of this handbook. The Kentucky Teacher Internship Program includes the following documents:

(a) Domains: Kentucky Teacher Internship Program, Concepts and Indicators of Effective Teaching (1989);

(b) Domains: Knowledge Base of the Kentucky Teacher Internship Program, 1989; and

(c) Manual for Coding Teacher Performance on the Kentucky Teacher Internship Program Observation Instrument, 1989.

The Kentucky Department of Education gratefully acknowledges the implementation assistance and advice provided through the Florida Office of Teacher Education, Certification, and Inservice Staff Development; the University of South Florida; Florida State University; the many Florida trainers and monitors who, with the administrative and organizational support of John Hansen, trained and supervised the Kentucky Commonwealth trainers.

Without the support of the people, groups and organizations listed below, the first year of the Kentucky Teacher Internship Program would not have been possible:

George Denemark, Project Director from May 31, 1984 until his death in May, 1985

Joe Early, Chair of the Advisory Committee for the Beginning Teacher Internship Program

Members of the Advisory Committee for the Teacher Internship Project, who represented professional education groups in Kentucky, the Kentucky legislature, and lay citizens (see Appendix F)

Western Kentucky University College of Education, which scheduled and implemented the first training to provide a cadre of Kentucky trainers in Bowling Green, May 27-31, 1985

Kentucky teachers who served as resource teachers for the interns

Kentucky principals who undertook the additional responsibility associated with the internship program

Kentucky superintendents for their valuable support

Kentucky teacher educators who staffed the first and many subsequent training sessions and who willingly involved themselves in the program

Dorothy Archer, Linda Masters, Elizabeth Nelli, and Sid Simandle, Division of Teacher Education and Certification, Kentucky Department of Education, who developed and guided the initial implementation of the program.

Overview of the Kentucky Teacher Internship Program

In 1984, the Kentucky legislature approved plans for a comprehensive supervision, assistance, and assessment education program for beginning teachers. Through cooperation with the Kentucky Department of Education, institutions of higher education, and local public school districts, components were identified to provide an upgraded educational plan for the state. The Teacher Testing and Internship Program has one specific objective: to ensure that teacher interns being inducted into their profession perform at a high level of educational excellence. The testing and internship law is in Appendix A of this handbook.

KRS 161.030 requires that effective January 1, 1985, all new teachers and out-of-state teachers with less than two (2) years successful teaching experience who are seeking initial certification in Kentucky complete written tests and serve a one (1) year internship. The steps of this process are as follows:

1. Applicant completes Teacher Preparation Program and student teaching, graduates and sends transcripts and application for Teaching Certificate (TC-1) to Division of Teacher Education and Certification. The applicant completes the National Teacher Exam (NTE) Core Battery and Specialty Area Tests and requests scores be sent to Division of Teacher Education and Certification (Appendices B, C, E).

2. The applicant is issued a Statement of Eligibility (see Appendix G) verifying successful completion of tests and a teacher preparation program. This document indicates that the candidate is eligible to seek employment as a teacher.

3. When the applicant secures employment, the employer completes the Confirmation of Employment section of the Statement of Eligibility and returns it to the Teacher Testing and Internship Unit at the Kentucky Department of Education. Upon receipt and verification of the Confirmation of Employment, teacher certification will issue a one-year provisional teaching certificate, and the internship unit will set up a teacher internship committee for the intern.

Goal and Objectives of the Program

The Kentucky Teacher Internship Program is based on the commitment to continuing professional development of teachers through a training and support system. The internship year bridges the gap between teacher preparation programs and on-site teaching responsibilities. It establishes groundwork for career-long professional growth and development.

The goal of the program is to ensure that all teacher interns exhibit the knowledge and skills considered essential for effective teaching performance. Attainment of this goal will facilitate pupil achievement and increase the likelihood that new teachers will be successful.

The major objectives to achieve this goal are:

1. To establish a formal system whereby principals, resource teachers, and teacher educators assist, supervise, and assess the progress of new teachers.

2. To involve teacher educators in the classroom performance of program graduates.

3. To train school personnel and teacher educators in the use of a performance measurement system based on behaviors which research shows have a direct relation to improved pupil achievement.

4. To utilize on-site observations and other data collected by the teacher internship committee.

5. To implement the use of a professional judgment model in the certification decision to be made at the end of the internship year by the teacher intern's committee.

DEFINITIONS

1. Kentucky Teacher Internship Program--a statewide program described in KRS 161.030 and 704 KAR 20:320, that consists of a full year of actual teaching in a classroom for which the teacher has complete responsibility. The internship program provides for the supervision, assistance and assessment of all teacher interns through a teacher internship committee.

   full year--minimum of 140 days; only blocks of time of one semester (minimum of 70 days) may apply toward the 140 days

2. Teacher Intern--a teacher who has successfully completed an approved teacher preparation program and the required NTEs, who became eligible to seek employment with the Statement of Eligibility, and who, upon acquiring at least a half-time teaching position, has obtained a one-year provisional teaching certificate; OR a teacher from out of state with less than two years of teaching experience, who has successfully completed an approved teacher preparation program and the required NTEs, OR a vocational teacher in a program for which a degree is not required, who has successfully completed the required testing and who has obtained employment as a vocational teacher.

3. Teacher Internship Committee--a three-person committee assigned to work with the teacher intern. The three people are the principal of the school where the intern is teaching, a resource teacher and a teacher educator. All committee members have been trained in a designated performance measurement system.

   A. school principal--chairs the committee, coordinates the committee's schedules, collects and files committee reports; observes the intern a minimum of three times (1 hour or one class period each observation); meets with the intern and committee members a minimum of four times; meets with the committee at the fourth meeting to arrive at the final professional judgment. An assistant principal may share the principal's internship responsibility when more than two interns are employed in the same school, and in unusual situations may serve in lieu of the principal.

   B. resource teacher--appointed by the Department of Education from a pool of qualified teachers; spends a minimum of 70 hours working with the intern during the internship year (140 days), 20 of these in the intern's classroom (10 hours each semester) and 50 outside class time (25 hours each semester); serves as the major provider of assistance to the intern; observes the intern a minimum of three times (1 hour or one class period each observation), meets with the intern and committee members a minimum of four times, meets with the committee at the fourth meeting to arrive at the final professional judgment.

   C. teacher educator--serves through the cooperation of the teacher training institutions in that region; observes the intern a

minimum of three times (1 hour or one class period each observation); meets with the intern and committee members four times (presence of the teacher educator is optional for the first meeting only); meets with the committee at the fourth meeting to arrive at the final professional judgment. The teacher educator is appointed by the regional university after conferring with the Kentucky Department of Education. The local district superintendent is to appoint an instructional supervisor from the school district, after conferring with the Kentucky Department of Education, if a teacher educator is unavailable to serve on an intern's committee OR in the case of a state operated vocational school, the associate superintendent of the Office of Vocational Education will appoint a staff member if a qualified teacher educator is unable to serve on a teacher internship committee.

4. Portfolio--materials accumulated to provide evidence of the intern's instructional planning and evaluation abilities.

5. Observation Visits--one hour blocks of time or one class period spent in the intern's classroom/shop by each member of the teacher intern committee; minimum of three observation visits per committee member during the internship year; each observation visit to be scheduled by the committee members independently with the intern at least one week in advance; completion during each observation visit of an approved observation instrument, the originals to be kept on file by the principal with a copy given to the intern after each committee meeting; observation sheets are used by the committee to identify strengths and weaknesses of the intern's teaching in order to suggest a program of professional development for the intern.

6. Committee Meetings--scheduled by the principal; first meeting shall be an orientation meeting; the second, third, and fourth meetings shall follow the completion of each round of observation visits, to include all three committee members and the intern; the committee normally meets alone to discuss observation results and suggestions; the intern joins the committee at a later time during each meeting, to clarify expectations, procedures, progress, concerns; at the fourth meeting, without the intern present, toward the end of the internship year, the committee will render a professional judgment regarding the teacher intern's certification status; communication of that decision to the local school superintendent, the intern, and the State Department of Education by April 15. Every attempt should be made to schedule committee meetings in conjunction with the teacher educator observation.

7. Generic Teaching Competencies--knowledge and skills considered to be essential elements of effective teaching performance at all grade levels and in all subject areas; focus on the domain documents substantiated thru research and evaluated thru a designated performance measurement system.

8. Kentucky Teacher Internship Program (KTIP)--research-based system of observation and evaluation designed to identify effective and ineffective teaching behaviors. See Appendix G for the classroom

observation instrument used by members of the teacher internship committee.

A. domains--major areas of teacher performance, data-based in educational research; these relate to the minimum essential generic teaching competencies

B. indicators--specific teacher behaviors within each domain

C. frame factors--conditions that affect classroom performance and over which the teacher has little or no control

9. Statement of Eligibility--a form issued to each teacher candidate upon completion of an approved preparation program and the required written examinations, and to vocational teachers in programs for which a degree is required; verifies the candidate's eligibility for one-year provisional certification upon securing a teaching position. See Appendix G. THIS IS NOT A TEACHING CERTIFICATE.

10. Confirmation of Employment--a section of the Statement of Eligibility to be completed by the employer prior to returning the Statement of Eligibility form to the Department of Education in order for the intern to receive one-year provisional certification and the Department to assign a resource teacher for the internship year. See Appendix G.

11. Orientation Meeting--First committee meeting prior to any observations. Scheduled by the principal at the opening of the school term to explain the Kentucky Teacher Internship Program to the new intern and to introduce the intern and committee members.

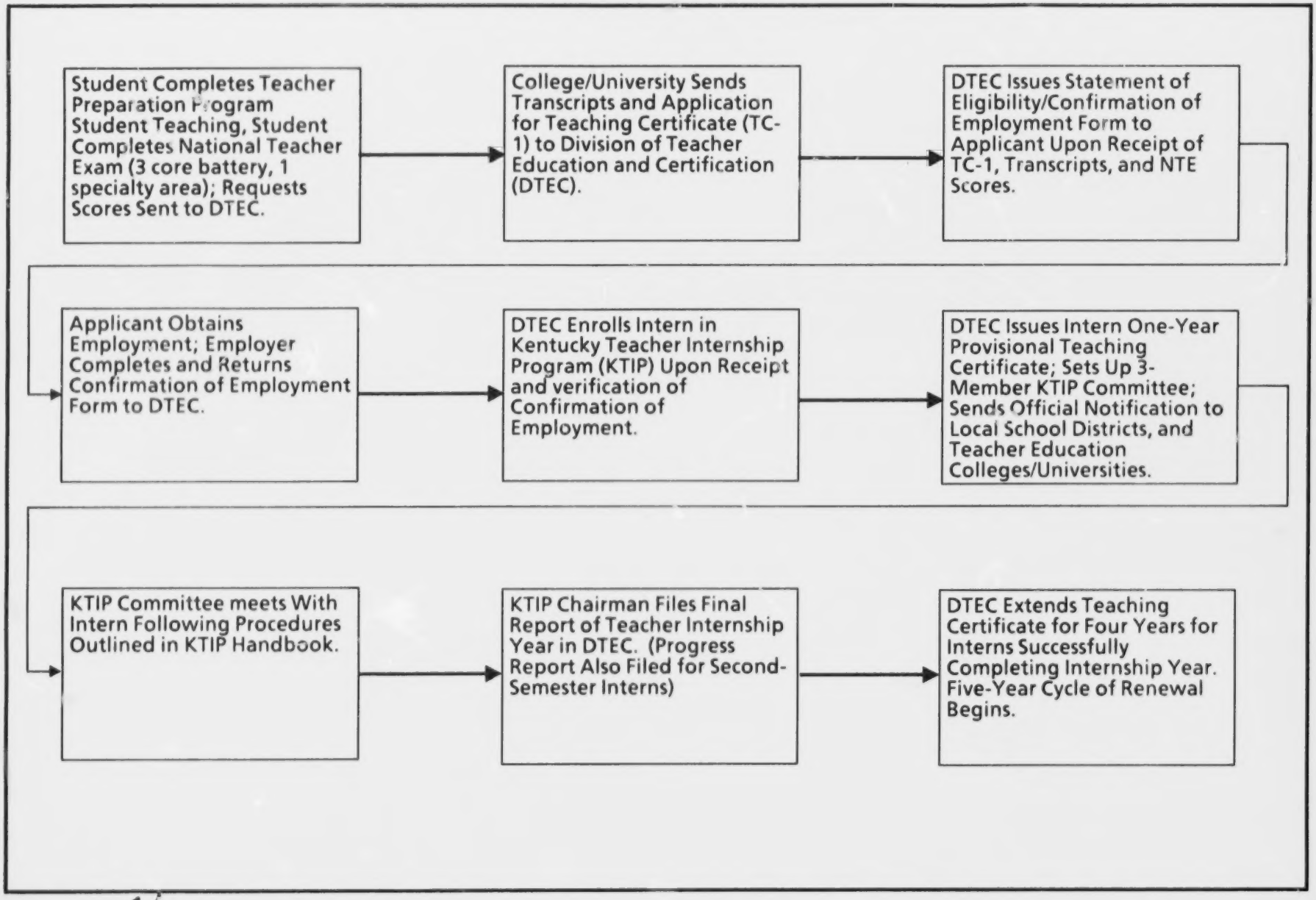
12. Full-Year Interns--Interns enrolling in the Internship Program Fall semester and completing the Spring semester.

13. Second-Semester Interns--Interns enrolling in the Internship Program Spring semester and completing the following Fall semester.

14. Final Report of The Teacher Internship Year (TC-12)--Form to be utilized for the teacher intern who has completed the 140 days of internship. Due in the Kentucky Department of Education on April 15 for full year interns and December 20 for second-semester interns. (See Appendix G)

15. Progress Report of the Teacher Internship Year (TC-20)--Form to be utilized for the teacher intern who enrolled in the internship program second semester and has completed 70 days of internship; due in the Kentucky Department of Education on May 15. (See Appendix G)

KENTUCKY TEACHER INTERNSHIP PROGRAM
Calandar of Events - Degree Teachers


Student Completes Teacher Preparation Program Student Teaching, Student Completes National Teacher Exam (3 core battery, 1 specialty area); Requests Scores Sent to DTEC.
College/University Sends Transcripts and Application for Teaching Certificate (TC-1) to Division of Teacher Education and Certification (DTEC).
DTEC Issues Statement of Eligibility/Confirmation of Employment Form to Applicant Upon Receipt of TC-1, Transcripts, and NTE Scores.
Applicant Obtains Employment; Employer Completes and Returns Confirmation of Employment Form to DTEC.
DTEC Enrolls Intern in Kentucky Teacher Internship Program (KTIP) Upon Receipt and verification of Confirmation of Employment.
DTEC Issues Intern One-Year Provisional Teaching Certificate; Sets Up 3-Member KTIP Committee; Sends Official Notification to Local School Districts, and Teacher Education Colleges/Universities.
KTIP Committee meets With Intern Following Procedures Outlined in KTIP Handbook.
KTIP Chairman Files Final Report of Teacher Internship Year in DTEC. (Progress Report Also Filed for Second-Semester Interns)
DTEC Extends Teaching Certificate for Four Years for Interns Successfully Completing Internship Year. Five-Year Cycle of Renewal Begins.

TEACHER INTERN:
RESPONSIBILITIES AND EXPECTATIONS

You are a Kentucky teacher intern if you are . . .

. . . a new teacher applying for initial Kentucky certification after January 1985, or an out-of-state teacher with less than two years of teaching experience who is seeking initial Kentucky certification, who has obtained at least a half-time teaching position in your certification area.

. . . an elementary, middle school, high school, special education, intinerant, or school media librarian teacher on a one-year provisional certificate. The internship year cannot be served under the following conditions: (1) on an emergency certificate, (2) as a State Remediation Program teacher unless written approval is received, (3) as a substitute teacher, (4) as a homebound teacher, (5) as a preschool/P.A.C.E. program (4 year olds) teacher, (6) as a Career Development teacher unless social studies certified, and (7) as a JTPA/alternative school teacher unless teaching at least half-time in certification area in a regular classroom.

As an intern, you are receiving credit toward your recertification cycle during the internship year.

Because you are a certified teacher, you have the same rights and responsibilities as do all teachers in your district and in Kentucky.

If you have a teaching problem or concern during your internship that relates to your classroom teaching, the most effective way to address the situation is to discuss it with the members of your teacher internship committee.

If you have a concern about the way your teacher internship committee is compling with prescribed requirements and procedures in assisting and assessing you, you have the right and responsibility to correspond with Division of Teacher Education and Certification, 18th Floor, Capital Plaza Tower, Frankfort, KY 40601. See 704 KAR 20:320, Section 6, in Appendix D of this handbook.

Your internship responsibilities are:

1. To meet the requirements and expectations of your employing school and school district to the best of your ability.

2. To familiarize yourself with the contents of this handbook.

3. To attend the orientation meeting on the internship program provided by your principal to inform you about the internship program.

4. To agree on an observation schedule and to prepare for the observation visits of each member of your teacher internship committee. Scheduling will be facilitated through your building principal.

5. To meet with your committee as scheduled through your building principal.

6. To have your daily and weekly class plans and other required documentation available and accessible for your committee members when they come to observe.

7. To maintain a portfolio for your committee members. At your second meeting with your committee members, one topic of discussion will be the contents of the portfolio. You may place additional materials in the portfolio if you think these materials will assist your committee in evaluating your instructional skills and abilities.

8. To function as an active member of your teacher internship committee by taking part in discussions, seeking clarification when you do not understand expectations or remarks, working with the resource teacher to improve your instructional skills, reporting back to the committee on your perceived progress, and in other ways showing your professional attitude toward your internship year.

TEACHER INTERNSHIP COMMITTEE: RESPONSIBILITIES AND EXPECTATIONS

DUTIES AND RESPONSIBILITIES FOR ALL MEMBERS OF THE TEACHER INTERNSHIP COMMITTEE

Whether you are the principal, the resource teacher, or the teacher educator/instructional supervisor there are a number of responsibilities that you hold in common with all other members:

1. To familiarize yourself with the contents of this handbook.

2. To review the KTIP training materials as needed to update yourself on the observer training that you have completed.

3. To make a minimum of three one-hour (or one-class period) observations of your assigned intern at his or her work station or classroom, using the classroom observation instrument from KTIP.

4. To give the completed observation instrument to the principal by the end of each committee meeting. The teacher intern must sign each observation instrument.

5. To meet a minimum of four times with other members of the teacher internship committee, as scheduled through the school principal; the first meeting will be an orientation meeting (presence of the teacher educator is optional for the first meeting only); at subsequent meetings, the intern will join the committee after the initial discussion to reach consensus. During Part B of the fourth meeting, the intern will not be present, since the committee is to render a professional judgment with respect to the completion of the internship.

6. To participate in all committee meetings with the intention of assisting the intern to develop professionally, and to <u>hold in confidence</u> the contents of these meetings.

7. To schedule your observation visits a week in advance so that the intern may be fully prepared. Scheduling should be done with the intern and the principal. Under normal circumstances, <u>only one (1) observer per visit</u>.

8. To review and maintain effective conferencing procedures with the intern during committee meetings. Suggestions for effective conferencing include the following seven items:

   a. <u>Use Persuasive Data</u>
   Members of the support staff should present data collected during the observation as a base to confer with a teacher. Even when the observers collect "hard data" in the classroom observation, they often neglect to use the data in the conference with the teacher.

   Observers should be careful not to announce judgments and evaluative conclusions. A teacher benefits most from being guided to think critically about his/her own performance--analyzing the behaviors, identifying concerns, and solving problems.

b. Establish a Responsive Climate

Behaviors for establishing a responsive climate include listening attentively, asking clarifying questions, and accepting and using the ideas of others.

Problems which arise frequently involve failure to communicate. The most effective conferences are conducted by the support staff member who listens more and talks less. The behaviors are particularly important in formative and developmental conferences.

The support staff may find it effective to talk about the teacher's perceptions and the teacher's analysis of what occurred during the observation rather than about the observer's own analysis. The support staff should ask "how" rather than "why" questions. These questions, which seek descriptions instead of explanations, alleviate the need for defensive responses.

c. Use Effective Praise

Praise of specific teaching behaviors reduces anxiety about evaluation, reinforces the positive behaviors of the teacher, and shifts the focus from the nervous person to the specific teaching acts.

Instructional goals of the school and the support staff are more likely to be realized if positive examples are consistently reinforced in conferences with the teacher.

d. Pursue Alternatives

The teacher intern needs to be provided with a variety of alternative behaviors, activities, and/or plans with which to compare and contrast his/her own behavior. Opportunities should be provided for the teacher intern to see, discuss, and try alternative approaches in the classroom.

e. Deal with Feeling and Attitudes

Change does not occur simply because one is provided with information he/she did not have previously. Change occurs when an individual feels that a former behavior is no longer serving a desired need. A teacher changes because he/she wants to, because he/she fears the consequences of not changing, or because he/she perceives the need to change. The effective support staff must tap into those feelings and attitudes as a means of providing impetus for the change process.

f. Avoid Giving Direct Advice

Note that the word used above is "avoid" -- not "never." The effective support staff consciously provides a mixture of both direct and indirect advice. Holding back on direct advice allows the teacher the opportunity to analyze and solve his/her own problems.

g. Plan the Next Steps

No conference should end without a commitment to further activity on the part of the participants. The support staff should agree on the teacher intern's improvement efforts and on the responsibilities of each member prior to the next conference.

TOPICS FOR COMMITTEE MEETINGS

Please refer to and, if they fit your needs, duplicate and use the checklists in Appendix G of this handbook. A checklist for each of the required four meetings is provided.

Prior to the second, third, and fourth meetings, each member shall make an observation visit of at least one hour or one class period; additional observation visits prior to the final meeting are optional with the committee.

First Meeting (Orientation): (intern present)

--Introduce committee members and distribute handbooks, forms, etc.
--Review the KTIP process and materials to be used for the observations.
--Establish expectations for the intern and for each committee member.
--Establish a general outline or schedule to follow during the internship.
--Make suggestions for the work of the resource teacher.

Second, Third and Final (Part A) Meetings: (intern present)

--Review progress based on observation visits, resource teacher's reports and intern's reports
--Restate expectations for intern's performance
--Restate suggestions of committee members for assistance by resource teacher

Part B of Final Meeting: (intern not present)

Professional judgment with respect to the internship's completion.

performance is satisfactory
performance is unsatisfactory (but intern can benefit from a second year)
performance is unsatisfactory

PRINCIPAL

The duties and responsibilities of the principal are to:

1. serve as chair of the teacher internship committee.

2. convene the committee; coordinate committee efforts by scheduling observations and committee meetings. Committee members observations should be staggered so they are not held on the same day. See 704 KAR 20:320, Section 3, Item (2), and Section 4, Item (3), in Appendix D for pertinent regulations.

3. distribute handbooks and classroom observation instruments to teacher intern and committee members at the first committee meeting (orientation).

4. adjust the teacher intern's observations and committee meetings in accordance with provisions in Item (3), Section 4 of 704 KAR 20:320, in the event that the intern's employment begins later than the usual opening of the school term. When the internship is scheduled for less than the full school term, the principal shall make provisions for the orientation meeting and at least one set of observations by each committee member and the subsequent committee meeting.

5. report to the local superintendent or other employer, to the teacher intern, and to the State Department of Education by April 15 the decision of the teacher internship committee regarding the satisfactory or unsatisfactory performance of the teacher intern.

6. ensure that all procedures described in the internship regulations are followed. (See checklists for committee meetings, Appendix G).

7. collect, file and complete required observation forms. Maintain extra observation forms in the office for use by the committee members.

8. reinforce committee members' awareness of the confidentiality of the internship observations and committee meetings and of all documents completed by committee members that relate to the progress of the teacher intern.

9. maintains a tally of the hours spent by the resource teacher with the teacher intern, in order to ensure that the required in-class hours (20) and the required out-of-class hours (50) are fulfilled.

10. collect and file internship reports, including the final committee report. See Appendix G for a sample form of the final report.

RESOURCE TEACHER

The duties and responsibilities of the resource teacher are to:

1. serve as a model and mentor to the teacher intern.

2. spend a minimum of 20 hours (10 hours per semester) in the teacher intern's classroom during the school year. A minimum of three of these hours will be spent doing the mandated KTIP observation, for which special training is given. Additional class time could be spent observing for other purposes, including the extent to which the teacher intern is able to apply the suggestions for professional development made by the teacher internship committee.

3. attempt to schedule the in-class observations in such a way that his/her own classroom activities are not made less effective. The same substitute teacher should be scheduled well in advance of each observation. Advance planning with the substitute will help maintain the instructional momentum of the resource teacher's class, increase student achievement, and maintain appropriate student conduct. If the teacher intern could be present during the planning, he/she will receive a beneficial learning experience that would count toward out-of-class time.

4. spend a minimum of 50 hours (25 hours per semester) outside of class time working with the teacher intern. These sessions should focus on any problems the teacher intern is experiencing with instructional activities. Other topics that might require the resource teacher's input and assistance include parent conferencing, planning, scheduling, exceptional children, resources, testing, and management techniques, etc. Suggestions made by the teacher internship committee should be reviewed and addressed.

5. report to the teacher internship committee the progress observed as a result of working with the teacher intern. Problems or concerns that have developed should also be reported.

6. report to the principal at each committee meeting a copy of the tally of in-class and out-of-class hours spent with the teacher intern in order to ensure that the required minimum number of hours has been fulfilled.

7. Continue support/assistance through end of year activities.

TEACHER EDUCATOR

The duties and responsibilities of the teacher educator (or Instructional Supervisor or OVE staff member) are to:

1. function as a resource person for the teacher intern and other members of the committee when information is needed concerning instructional theory and techniques, literature, materials, etc.

2. clarify the connection between the teacher intern's classroom performance and the content of teacher preparation programs, both to the teacher intern and to the other members of the committee.

3. utilize feedback about teacher intern performance when working with other program faculty in order to assess and modify teacher education programs. In no instance shall the confidentiality of this internship be violated--that is, feedback into teacher education programs shall never be presented in such a way that either directly or indirectly any member of a teacher internship committee or any teacher intern could be identified.

4. facilitate the internship in all possible ways.

APPENDICES

A. KRS 161.030
B. 704 KAR 20:045: Testing Prerequisites
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G. Sample Forms
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APPENDIX A

KRS 161.030

KENTUCKY REVISED STATUTE 161.030

State Board of Education Licensing Agency

(1) The certification of all teachers and other school personnel is vested in the state board of education. When so certified, teachers and other school personnel shall not be required to have licensure, certification, or other forms of approval from any other state agency for the performance of their respective assignments within the common schools. All certificates authorized under KRS 161.010 to 161.126 shall be issued in accordance with the published rules and regulations of the state board of education.

Prescribed Curricula

(2) Certificates shall be issued to persons who have completed, at such colleges and universities as have been approved by the state board of education for the preparation of teachers and other school personnel, the curricula prescribed by the Kentucky council on teacher education and certification and approved by the state board of education for the certificates.

Testing Prerequisites; Six-Month Temporary Certificate

(3) Initial certification of all new teachers shall require the successful completion of appropriate written tests prior to certification. The tests shall be selected by the state board of education and shall measure communication skills, general knowledge, professional education concepts and knowledge in the specific teaching field of the applicant. The state board of education shall determine the minimum acceptable level of achievement on each test. The tests shall measure those concepts, ideas, and facts which are being taught in teacher education programs in Kentucky. Upon successful completion of the tests and the approved teacher preparation program, a certificate valid for one (1) year shall be issued. If an out-of-state teacher with less than two (2) years experience comes to Kentucky after the deadline for taking the written tests, a temporary certificate may be issued for a period up to six (6) months provided the local board cannot fill the vacant position with a certified teacher. The teacher shall take the tests if they are administered during the period of the temporary certificate. The certificate shall be extended for the remainder of the year if the teacher successfully completes the tests. In the event the teacher fails the tests, the temporary certificate shall be valid only for the current semester.

Examination Fee and Scores

(4) A reasonable fee to be paid by the teacher and directly related to the actual cost of the administration of the tests shall be established by the state board of education. Provisions shall be made for persons having less than minimum levels of performance on any tests to repeat that test, and candidates shall be informed of their strengths and weaknesses in the specific performance areas. The department of education shall provide for confidentiality of the individual assessment scores. Scores shall be available only to the candidate and to the education officials who are responsible for determining whether established certification standards have been met. Scores shall be used only in the assessment for certification of new teachers and of out-of-state teachers with less than two (2) years of teaching experience who are seeking initial certification in Kentucky.

Kentucky Teacher Internship Requirement

(5) All new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one-year internship. The teacher shall be a full-time employee or shall have an annual contract and serve on at least a half-time basis and shall have supervision, assistance, and assessment during the one-year internship. The internship may be served in a public school or a nonpublic school which has been accredited by the department of education or a national accrediting association. Successful completion shall be determined by a majority vote of the beginning teacher committee. The internship period shall be counted as experience for the purpose of continuing contract status, retirement eligibility, and benefits for single salary experience increments. Upon successful completion of the beginning teacher program the one-year initial teaching certificate shall be extended for the remainder of the usual duration period established for that particular certificate by state board of education regulations.

Kentucky Teacher Internship Committee

(6) The beginning teacher committee shall be composed of three (3) persons who have successfully completed special training in the supervision and assessment of the performance of beginning teachers as provided in subsection (8) of this section. The committee shall consist of a resource teacher, the school principal of the school where the internship is served, and a teacher educator from a state-approved teacher training institution to be appointed by the president of that institution. In the event that more than two (2) teacher interns are employed in the same school, the principal's responsibility may be shared with an assistant principal who holds certification as a principal. In unusual situations the superintendent of public instruction may permit the assistant principal to serve in lieu of the principal on a beginning teacher committee. In the event the teacher training institution is unable to provide a member, the district superintendent shall appoint an instructional supervisor from the school district. In the case of a nonpublic school, if the teacher training institution is unable to provide a member to serve on the beginning teacher committee, the chief officer of the school shall appoint an instructional supervisor or a teacher with like qualifications and responsibilities to serve on the beginning teacher committee in lieu of the teacher educator. The resource teacher shall be appointed by the department of education from a pool of qualified resource teachers, and, any statutes to the contrary notwithstanding and to the extent of available appropriations, shall be entitled to be paid a reasonable stipend by the department of education for work done outside normal working hours. In the case of a resource teacher in a nonpublic school, payment shall be made directly to the resource teacher by the department of education. Priority shall be given to resource teachers with the same certification as the teacher intern in the following order: (1) teachers in the same school, (2) teachers in the same district, and (3) teachers in an adjacent school district. The committee shall meet with the beginning teacher a minimum of three (3) times per year. If the teacher's first year performance is judged by the committee to be less than satisfactory, the teacher shall be provided with an opportunity to repeat the internship one (1) time if the teacher is employed by a school district.

Resource Teacher Requirements

(7) The resource teacher shall spend a minimum of seventy (70) hours working with the beginning teacher; twenty (20) of these hours shall be observing the beginning teacher in the classroom setting; fifty (50) of these hours shall be in consultation other than class time or attending assessment meetings. The resource teacher shall have completed at least four (4) years of successful teaching experience as attested to by his or her immediate supervisor or by having achieved tenure and be able to show evidence of continuing professional development by having achieved a master's degree or its equivalent or the accumulation of two thousand (2,000) hours of continuing and professional activities.

Special Training for Teacher Internship Committees

(8) By contract with teacher education institutions in the Commonwealth, the superintendent of public instruction shall provide special training for persons who will be serving on the beginning teacher committees. Completion of special training shall be evidenced by successfully passing the examinations as prescribed by the state board of education.

Internship Timeline

(9) In the event an applicant establishes eligibility for a one-year certificate under the provisions of subsection (3) of this section, but does not become employed on the basis needed to satisfy the one-year internship requirement, the applicant shall be eligible for issuance of a certificate for substitute teaching as provided by the regulations of the state board of education. The applicant shall remain eligible for the one-year certificate as provided in subsection (3) and for the opportunity to serve the internship for a period of four (4) years after establishing eligibility. If the internship is not completed within the four (4) year period, the applicant must re-establish eligibility by repeating and passing the testing program in effect for new teachers at that time.

Teacher Training Institutions; Certification

(10) The state board of education shall approve the curricula of any standard college or university, or of any department thereof for the training of teachers, when the curricula comply with the rules and regulations of the state board of education for the issuance of certificates and when the institution has met the terms and conditions provided in KRS 161.010 to 161.120. Any student who has completed any of these curricula as approved by the state board of education, and who has completed the prescribed requirements for the issuance of certificates shall be granted a certificate corresponding to the curricula completed.

APPENDIX B

704 KAR 20:045

704 KAR 20:045 TESTING PREREQUISITES FOR TEACHER CERTIFICATION APPLICATION; TEACHER INTERNSHIP PLAN

Section 1. Application for Teaching Certificate

(1) Application for teacher certification shall be made on official forms prepared by the Department of Education.

(2) The application shall be supplemented by official transcripts showing all college credits necessary for the requested certification.

Section 2. Certification; Internship Program

Teacher certification issued initially under the provisions of 704 KAR 20:065, 20:070, 20:080, 20:085, 20:090, 20:145, 20:150, 20:159, 20:222, 20:230, 20:235, 20:240, 20:245, 20:270, and 20:290 shall comply with the provisions of KRS 161.030 and with the following requirements and procedures:

(1) There shall be a recency of preparation prerequisite for the issuance of certificates covered by this section, as follows:

(a) For applicants who have completed a four (4) year program of preparation but who have not yet completed a planned fifth-year program, the program of preparation shall have been completed within the five (5) year period next preceding the date of receipt of the certificate application form, or else the applicant shall have completed six (6) semester hours of additional graduate credit within this five (5) year period.

(b) Those applying for initial Kentucky certification who have a planned fifth-year program are exempt from taking the six (6) additional hours, provided they have completed three (3) years of successful teaching experience within the last five (5) years.

(c) For applicants who do not meet the recency of preparation prerequisite, and who have not previously held a regular Kentucky teaching certificate, but who otherwise qualify for certification, the certificate shall be issued for a one (1) year period ending June 30 of the next calendar year and with the condition that six (6) semester hours of credit applicable toward the usual renewal requirements be completed by September 1 of the year of expiration. Thereafter the further extension of the certificate shall be in compliance with the usual renewal requirements as specified in subsection (2) of this section.

(2) (a) Teaching certificates described in this section shall be issued for a duration period of five (5) years and with provisions for subsequent five (5) year renewals, except that the initial certification for the beginning teacher internship shall be issued for a duration period of one (1) year and initial certification for applicants who do not meet the recency of preparation prerequisite shall be issued for a duration period of one (1) year.

(b) Upon successful completion of the beginning teacher internship as judged by majority vote of the beginning teacher committee, the one (1) year certificate shall be extended for the remainder of the five (5) year period.

(c) The certificate shall be renewed for subsequent five (5) year periods upon completion by September 1 of the year of expiration of three (3) years of successful teaching experience or upon completion by September 1 of the year of expiration of at least six (6) semester hours of credit or the equivalent in PDSU's or CEU's, as defined in 704 KAR 20:020, except that persons who have not yet completed the Planned Fifth-Year Program, as defined in 704 KAR 20:020, shall complete at least fifteen (15) semester hours of credit applicable to the program for the first renewal and the remainder of the program for the second renewal.

(d) Credits for certificate renewal shall be earned after the issuance of the certificate, and any credits earned in excess of the minimum requirements for any renewal period shall accumulate and be carried forward to apply toward subsequent renewals.

(3) (a) Whenever there is a lapse in any certification identified in this section due to expiration for lack of meeting the renewal requirements, the certificate may be reissued at a later date for a one (1) year period by first completing at least six (6) semester hours of graduate credit applicable toward the Planned Fifth-Year Program. The applicant shall complete another nine (9) semester hours of credit applicable toward the Planned Fifth-Year Program by September 1 of the year of expiration in order to qualify for extending the certificate for the remaining four (4) years of the usual five (5) year duration period. At the end of this renewal period the applicant shall have completed the Planned Fifth-Year Program to qualify for the next five (5) year renewal. Thereafter, the regular renewal schedule of six (6) semester hours of additional credit or the equivalent in PSDU's or CEU's each five (5) year period shall apply.

(b) An applicant who has already completed the Planned Fifth-Year Program and whose certificate lapses may have the certificate reissued after first completing another six (6) semester hours of graduate credit. The certificate shall be issued for a five (5) year period and subject to the renewal schedule of three (3) years of successful teaching experience or completion by September 1 of the year of expiration of at least six (6) semester hours of additional credit or the equivalent in PSDU's or CEU's for each five (5) year period.

(c) An applicant who has held a regular Kentucky teaching certificate which has lapsed for failure to meet renewal requirements, but who otherwise qualifies for the reissuance of a Kentucky teaching certificate, shall not be required to take the written tests or to participate in the beginning teacher internship program.

(4) (a) An applicant having completed two (2) or more years of successful teaching experience outside of the Commonwealth of Kentucky, who otherwise qualifies for certification, shall not be required to take

the written tests or to participate in the beginning teacher internship program.

(b) Successful experience shall be in a position directly corresponding to the type of teaching certificate for which the application is being made and shall be further defined as follows:

1. Employment is at least on a half-time basis.

2. A full year of experience shall include at least one hundred forty (140) days of employment performed within the academic year.

3. A half year of experience shall include at least seventy (70) days of employment performed within an academic semester.

(5) Prerequisites for the issuance of a one (1) year certificate for the beginning teacher internship shall include:

(a) The completion of an approved program of preparation which corresponds to the certificate desired.

(b) The completion of the written tests designated by the State Board of Education for (1) General knowledge, (2) Communication skills, (3) Professional education concepts, and (4) Knowledge in the specific teaching field of the applicant, with minimum scores in each test as set by the State Board of Education.

(c) Evidence of employment in a Kentucky school as attested by the employer in a school that is accredited by the State Board of Education.

(6) Upon successful completion of the approved program of preparation and upon completion of the designated tests with acceptable scores, the Department of Education shall issue a statement of eligibility for employment which shall serve as evidence of eligibility for the one (1) year certificate once a teaching position is secured. The statement of eligibility shall be valid for a four (4) year period beginning from the date of issuance from the Department of Education and ending on the same date four (4) years later. If the teacher internship is not begun within the four (4) year period, the individual must requalify for another statement of eligibility by retaking and passing the designated written tests with acceptable scores.

(7) For persons who attain the statement of eligibility, but who are not appropriately employed, the Certificate for Substitute Teaching may be issued as provided in 704 KAR 20:210, Section 1.

(8) (a) The employment of a teacher intern shall not begin earlier than the effective date shown on the statement of eligibility.

(b) The one (1) year certificate shall be issued effective from the date of employment and shall expire June 30 of the next calendar year. If the teacher's first year performance is judged to be less than satisfactory, the teacher shall be provided with an opportunity to repeat the internship one (1) time through the reissuance of another one (1) year certificate if the teacher is employed by a school district.

APPENDIX C

704 KAR 20:305

704 KAR 20:305 WRITTEN EXAMINATION PREREQUISITES FOR TEACHER CERTIFICATION

Section 1. Written Test Requirements for Certification

(1) All new teacher applicants and out-of-state applicants for certification with less than two (2) years of teaching experience as defined in 704 KAR 20:045 shall successfully complete the appropriate written tests prior to initial Kentucky certification. Each applicant shall successfully complete the National Teacher Examinations for communication skills, general knowledge, and professional knowledge, except that the applicants for certification as teachers of industrial education described in 704 KAR 20:222 shall take other designated examinations as specified in 704 KAR 20:310. In addition, each applicant shall successfully complete the appropriate specialty examination corresponding to the teacher's preparation and selected from the National Teacher Examinations specialty tests with the following exceptions:

(a) Applicants prepared for vocational agriculture and applicants prepared for health education shall take the specialty examinations developed by the Department of Education and approved by the State Board of Education.

(b) Applicants for health occupations shall take the examination required for state licensure in the respective health occupations speciality.

(c) Applicants for certification in industrial education -- preparation level, as described in 704 KAR 20:222, shall take other designated speciality tests.

(d) Applicants whose teaching speciality is in a major for which no appropriate specialty test is available shall take the specialty test corresponding to the minor teaching speciality.

(2) In the event that a person who completes an out-of-state teacher preparation program comes to Kentucky after the deadline date for taking the written tests, a temporary certificate may be issued for a period of up to six months, provided the prospective employer cannot otherwise fill the vacant position with a certified teacher. If the written tests are available during the period of the temporary certificate, the teacher shall take the tests. If the person successfully completes the written tests, the certificate shall be extended for the remainder of the year. In the event the person fails the examination, the temporary certificate shall be valid only for the current semester.

Section 2. Minimum Passing Scores

In order to satisfy the testing prerequisites for teacher certification, each applicant shall score at least the minimum passing scores, as set forth hereinafter, on each of the four (4) tests of communication skills, general knowledge, professional knowledge, and the specialty test in the applicant's teaching field.

(1) Effective for persons applying for initial teacher certification prior to January 1, 1989, the following minimum passing scaled scores for the respective tests will be applicable:

(a) The National Teacher Examination Core Battery Tests:

1.	Communication Skills	643;
2.	General Knowledge	637;
3.	Professional Knowledge	641;

(b) The National Teacher Examinations Specialty Tests:

1.	Art Education	470;
2.	Biology and General Science	520;
3.	Business Education	490;
4.	Chemistry, Physics and General Science	470;
5.	Early Childhood Education	470;
6.	Education in the Elementary School	480;
7.	English Language and Literature	480;
8.	French	460;
9.	German	470;
10.	Home Economics Education	500;
11.	Industrial Arts Education	510;
12.	Mathematics	460;
13.	Music Education	480;
14.	Physical Education	490;
15.	Social Studies	460;
16.	Spanish	480;
17.	Speech-Communication and Theatre	410; and
18.	Media Specialist-Library and Audiovisual Services	550.

(2) Effective for persons applying for initial teacher certification on or after January 1, 1989, the following minimum passing scaled scores for the respective tests will be applicable:

(a) The National Teacher Examinations Core Battery Tests:

1.	Communication Skills	646;
2.	General Knowledge	643;
3.	Professional Knowledge	644;

(b) The National Teacher Examinations Speciality Tests:

1.	Art Education	510;
2.	Biology and General Science	550;
3.	Business Education	540;
4.	Chemistry, Physics and General Science	510;
5.	Early Childhood Education	480;
6.	Education in the Elementary School	510;
7.	English Language and Literature	510;
8.	French	510;
9.	German	490;
10.	Home Economics Education	540;
11.	Industrial Arts Education	550;
12.	Mathematics	500;
13.	Music Education	510;
14.	Physical Education	540;

15.	Social Studies	500;
16.	Spanish	490;
17.	Speech-Communication and Theatre	540;
18.	Media Specialist-Library and Audiovisual Services	590; and
19.	Special Education	500

(3) Scores on tests completed four (4) or more years prior to application for certification will not be acceptable in meeting the requirements under Section 2(1) or 2 (2).

Section 3. Specialty Tests for Media Librarian, Special Education, Elementary and Middle School Certification

Applicants for certification at the elementary level, middle grade level, school media librarian, and for special education shall take the designated specialty tests indicated below in addition to the tests for communication skills, general knowledge, and professional knowledge:

(1) Provisional Elementary Certificate -- Education in the Elementary School Test;

(2) Provisional Certificate for Teaching in the Early Elementary Grades -- Early Childhood Education Test;

(3) Provisional Certificate for Teaching in the Middle Grades -- Education in the Elementary School Test;

(4) Provisional Certificate for School Media Librarian -- Media Specialist -Library and Audiovisual Services Test;

(5) Provisional Certificate for Teachers of Exceptional Children Grades K-12 -- Speech and Communication Disorders -- no appropriate test available;

(6) Provisional Certificate for Teachers of Exceptional Children Grades K-12 (other than for speech and communication disorders) -- for persons applying for certification prior to January 1, 1989 -- Education in the Elementary School Test, and for persons applying for certification on or after January 1, 1989 -- Special Education Test; and

(7) Provisional Certificate for Teachers of Exceptional Children Grades 7-12 (other than for speech and communication disorders) -- for persons applying for certification on or after January 1, 1989 -- The specialty test corresponding to the high school teaching major or the Special Education Test.

Section 4. Specialty Tests for High School Certification

Applicants for certification at the high school level shall take the test corresponding to the area or major teaching specialty as designated below in addition to the tests for communication skills, general knowledge, and professional knowledge:

(1) Art -- Art Education Test;
(2) Basic Business -- Business Education Test;
(3) Biology -- Biology and General Science Test;
(4) Chemistry -- Chemistry, Physics and General Science Test;
(5) Distributive Education -- Business Education Test;
(6) Dramatics -- Speech Communication Test;
(7) Dramatics-Speech -- Speech Communication Test;
(8) Earth Science -- No test available;
(9) Economics -- Social Studies Test, see Section 5;
(10) Economics-Sociology -- Social Studies Test, see Section 5;
(11) English -- English Language and Literature Test;
(12) French -- French Test;
(13) Geography -- Social Studies Test, see Section 5;
(14) German -- German Test;
(15) Health -- Department of Education test for health education;
(16) Health Occupations -- Test by the state licensing agency corresponding to the health speciality;
(17) History -- Social Studies Test;
(18) History-Political Science -- Social Studies Test;
(19) Industrial Education -- Orientation and Exploration Levels -- Industrial Arts Education Test;
(20) Industrial Education -- Preparation Level (area) -- Shall take other designated special test corresponding to the preparation specialty;
(21) Journalism -- No test available;
(22) Latin -- No test available;
(23) Mathematics -- Mathematics Test;
(24) Mathematics-Physical Science (area) -- Select from either Mathematics Test or Chemistry, Physics and General Science Test;
(25) Music (either vocal and/or instrumental) -- Music Education Test;
(26) Physical Education -- Physical Education Test;
(27) Physics -- Chemistry, Physics, and General Science Test;
(28) Political Science -- Social Studies Test;
(29) Psychology -- No test available;
(30) Science (area) -- Select from either Biology and General Science Test or Chemistry, Physics and General Science Test;
(31) Secretarial Studies -- Business Education Test;
(32) Social Studies (area) -- Social Studies Test;
(33) Sociology -- Social Studies Test, see Section 5;
(34) Spanish -- Spanish Test;
(35) Speech -- Speech Communication Test;
(36) Vocational Agriculture -- Department of Education test for vocational agriculture; and
(37) Vocational Home Economics -- Home Economics Education Test.

Section 5. Specialty Tests for Economics, Sociology, Geography Majors

Teacher applicants whose major specialty is in economics, economics-sociology, geography, or sociology shall take the specialty tests in Social Studies for research and validation purposes, but shall not be required to make the passing score established in Section 2 of this regulation.

Section 6. Testing Dates, Locations, Application

(1) Applicants for initial certification may take the National Teacher Examinations on any of the dates established by the Educational Testing Service for national administration or on such dates as may be established by the Kentucky Department of Education for special administration.

(2) Applicants must authorize test results to be forwarded by the Educational Testing Service to the Kentucky Department of Education and to the appropriate teacher preparation institution.

(3) Public announcement of testing dates and locations shall be issued sufficiently in advance of testing dates to permit advance registration as required by the Educational Testing Service. It shall be the responsibility of each applicant to seek information regarding the dates and location of the tests and to make application for the appropriate examinations prior to the deadlines established and sufficiently in advance of anticipated employment to permit test results to be received by the Department of Education and processed in the normal certification cycle.

Section 7. Test Fee

Applicants shall pay the appropriate examination fee for the relevant test(s) required to be taken, to the Educational Testing Service, publisher of the National Teacher Examinations, unless a lesser fee has been negotiated by the Department of Education. Fees for speciality tests developed by the Department of Education shall be equivalent to the current fees for such tests administered by the Educational Testing Service.

Section 8. Test Retake

Applicants who fail to achieve at least the minimum score on one (1) or more of the core battery examinations (communication skills, general knowledge, professional knowledge) or on the specialty examination appropriate to the teaching field shall be permitted to retake the test or tests during one (1) of the scheduled test administrations.

Section 9. Analyses of Tests by Department of Education

The Department of Education shall collect such data and conduct such analyses of the impact of these tests as to permit a review of these regulations on an annual or biennial basis.

APPENDIX D

704 KAR 20:320

704 KAR 20:320 KENTUCKY TEACHER INTERNSHIP PROGRAM

Section 1. Kentucky Teacher Internship Program Model.

(1) Inasmuch as several states have adopted or are in the process of adopting plans similar to the teacher internship as provided in KRS 161.030, it is considered advisable that these states share in communication, materials, and research data relating to the internship. Accordingly, the Superintendent of Public Insruction may enter into formal and informal agreements with other states to promote a cooperative approach that will serve to enhance the efforts that Kentucky might otherwise make alone.

(2) A Kentucky plan for the supervision, assistance, and assessment of teacher interns shall be developed by the Superintendent of Public Instruction, for approval by the State Board of Education, and continuously improved, using whatever resources are available, both in state and out of state. Whenever documents, instruments, video, or other materials have been developed in other states and then adopted or adapted for use in Kentucky, appropriate references shall give credit for the source.

(3) The Kentucky plan shall be characterized as a professional judgment model in that the statutes provide for the three (3) member teacher internship committee to make the professional judgment as to whether the performance of the teacher intern has been satisfactory or unsatisfactory.

Section 2. Evaluation Process

(1) In arriving at its professional judgment, the teacher internship committee shall take into consideration the progress of the teacher intern throughout the entire school year and, particularly, the level of performance that has been achieved near the end of the school year. The teacher internship committee shall determine the progress and improvement of the teacher intern pursuant to KRS 161.030, by a systematic observation of classroom performance, by a review of portfolio materials that are accumulated by the teacher intern as requested by the teacher internship committee, and by a review of the response of the teacher intern to the suggestions and recommendations made by the teacher internship committee during its meetings with the intern throughout the period of internship.

(2) As a significant part of the process, the teacher internship committee shall utilize the performance measurement system that has been developed in Kentucky which emphasizes observation of teacher behaviors in a series of instructional domains that have been identified through extensive analysis of the research literature. The data derived from the performance measurement system shall be used to reinforce the appropriate behaviors of the teacher intern and to assist the teacher intern in recognizing behaviors that are ineffective or counter-productive for pupil learning. The data from the current performance measurement system shall be utilized as a focus for assistance from the resource teacher. The Kentucky Teacher Internship Program is incorporated herein by reference and identified as including the following documents:

(a) Domains: Kentucky Teacher Internship Program, Concepts and Indicators of Effective Teaching, May, 1989;

(b) Domains: Knowledge Base of Kentucky Teacher Internship Program, May, 1989; and

(c) Manual for Coding Teacher Behavior with the Kentucky Teacher Internship Program Classroom, Observation Instrument, May, 1989.

These documents shall be supplied by the Division of Teacher Education and Certification, State Department of Education, Frankfort, Kentucky 40601.

Section 3. Committee Membership

(1) The three (3) member teacher internship committee shall be made up of the school principal, a resource teacher, and a teacher educator.

(2) The school principal shall serve as ex officio chairperson of the teacher internship committee and shall be responsible for convening the committee and coordinating its efforts by scheduling observations and committee meetings. Internship for teacher interns identified in 704 KAR 20:310 shall be administered by the Office of Vocational Education. The principal shall be responsible for collecting and filing such reports of the internship as are required by the Department of Education. In the event that more than two (2) teacher interns are employed in the same school, the principal's responsibility may be shared with an assistant principal who holds certification as a school principal but such an assistant principal shall fully report and document teacher internship committee meetings and teacher observations to the school principal. In unusual situations the Superintendent of Public Instruction may permit the assistant principal to serve in lieu of the principal on a teacher internship committee.

(3) The resource teacher shall spend a minimum of seventy (70) hours working with the teacher intern; twenty (20) of these hours shall be observing the teacher intern in the classroom setting; fifty (50) of these hours shall be in consultation other than class time or attending assessment meetings. The resource teacher shall be appointed by the Superintendent of Public Instruction from a pool of qualified resource teachers who meet the statutory requirements of having completed at least four (4) years of successful teaching experience as attested by his or her immediate supervisor or by having achieved tenure, and by having achieved a master's degree or the equivalent Rank II non-degree program or the accumulation of 2,000 hours of continuing professional activities. The Department of Education shall also give priority in the selection of resource teachers who have the same certification as the teacher intern and also in the order of priority teachers located in the same school, teachers located in the same school district, and teachers located in an adjacent school district. Prior to making the appointment the Department of Education shall determine the availability and the willingness of persons to serve as resource teachers and for taking the prerequisite training. Within these stated requirements, the resource teacher shall be selected and assigned on a random basis; however, the Superintendent of Public Instruction should consult with the superintendent of the local district which employs the resource teacher before making the appointment.

(4) The teacher educator member shall be designated by the Department of Education from a list of teacher educators appointed by the presidents of each state approved teacher training institution. Teacher training institutions shall be encouraged to provide teacher educator members in the approximate proportion of the number of teacher education graduates produced the previous year. The Department of Education shall consult in advance with representatives of the teacher training institutions with respect to the school districts and the geographical area to be served by teacher educators from each teacher training institution. In the event that a teacher educator is not available to serve on a teacher internship committee, the local district superintendent shall appoint an instructional supervisor from the school district who has received special training in evaluating and assisting teachers to serve in lieu of the teacher educator.

(5) Each principal of a school in which a teacher intern is employed and each member of the teacher internship committee shall engage in the special training in evaluating and assisting teachers provided by the State Department of Education. The cost of training for the teacher internship committee members, shall be reimbursed by the State Department of Education in accordance with state travel regulations. The training for the resource teachers shall ordinarily be scheduled before the opening of the school term. The training for teacher educator members will be scheduled through the various teacher education institutions. Training for vocational teacher educators shall be administered by the Office of Vocational Education, State Department of Education.

Section 4. Internship Requirements

(1) The teacher internship as described in KRS 161.030 shall take place in a school that is accredited by the Kentucky State Board for Elementary and Secondary Education and shall ordinarily occur during the first year of employment. The teacher shall be a full-time employee or shall serve on at least a half-time basis and shall have supervision, assistance, and assessment during the one-year internship. As a condition for issuing the one (1) year certificate for teacher internship, the teacher intern shall identify the specific teaching assignment including the school, the school district, and the school principal. Only blocks of time of one (1) semester to include a minimum of seventy (70) days of teaching in the classroom may apply toward the one-year internship requirement. A teacher internship committee shall be established for each teacher intern whose initial employment begins at any time during the school term except when the date of employment does not allow for the completion of at least seventy (70) days of classroom teaching in the remainder of the school term. In such instances where the remaining period of employment is less than seventy (70) days and, consequently, less than the amount of time required to satisfy a semester of internship, the local school district shall be responsible for providing assistance and supervision to the teacher intern for that period of employment.

(2) The Department of Education shall prepare a handbook describing the internship process as delineated in these regulations and shall provide copies to the teacher intern and to each member of the beginning teacher committee. The names of the members of the teacher internship committee will be provided to the teacher intern.

(3) The teacher internship committee chairperson shall work out the following meeting schedule. The first meeting, shall be held for the purpose of providing an orientation to the internship program as it affects the teacher intern and the

committee. (The principal, resource teacher and teacher intern shall be present at the orientation meeting. The presence of the teacher educator is optional for the first meeting only.) The first meeting shall be held prior to any observation. On full-year assignments the second meeting, which shall follow the first set of observations, shall be held by November 15; the third meeting, which shall follow the second set of observations, shall be held by February 15; and the fourth meeting, which shall follow the third set of observations, shall be held by April 10. In situations where the employment of the teacher intern begins later than the usual opening of the school term in the district, the schedule shall be adjusted appropriately by the school principal. In instances where the teacher internship is scheduled for less than the full term, provisions shall be made for the orientation meeting and at least one (1) set of observations and the subsequent teacher internship committee meeting.

(4) Prior to the second, third and fourth meetings of the teacher internship committee, each member shall make an observation visit of at least one (1) hour or one class period in duration in the classroom or at the work station of the teacher intern. Additional observation visits prior to the final meeting or at other times shall be optional with the committee. As a general guide such visits shall be scheduled a week in advance so that the teacher intern may be well prepared. At the first meeting of the teacher intern committee, there shall be a review of the process and materials used for the observations, the establishment of expectations on the part of the beginning teacher intern and on the part of each of the committee members, a general outline or schedule for the events to take place during the internship program, information regarding how the KTIP observation data will be used to strengthen the teacher intern's professional development plan (PDP), and suggestions for the work of the resource teacher with the teacher intern. The PDP shall be initiated at the second committee meeting. In addition, the teacher intern shall begin establishing the portfolio at the second committee meeting. At the third and fourth committee meetings there shall be a review of progress based upon a combination of the observation visits and the reports of the resource teacher and of the intern teacher as related to progress on the PDP and the intern's portfolio. At the third meeting there shall also be a restatement of expectations for the performance of the teacher intern, a restatement of suggestions of the committee members for the assistance by the resource teacher and resulting modifications in the PDP. At the final meeting the committee shall render a professional judgment with respect to the teacher internship.

(5) The decision of the teacher internship committee as to satisfactory completion of the internship shall be reported to the local school superintendent or other employer and to the State Department of Education by April 15. If the teacher internship committee feels that a person not satisfactorily completing the internship could benefit from a second year of internship, if hired by the same or a different district, it may attach to its decision the mitigating or extenuating circumstances contributing to unsatisfactory completion which the committee reasonably feels might allow the teacher intern to satisfactorily complete a second year of internship. If the teacher intern is initially employed for the second semester of a school year, a progress report based upon the orientation meeting and at least one (1) set of observations of the committee members and the subsequent committee meeting shall be given to the local school superintendent and to the State Department of Education by May 15.

(6) If a teacher intern's first year of performance is judged by the committee to be unsatisfactory by reason of unsatisfactory performance, the teacher intern shall have the opportunity to repeat the internship during another year provided the teacher

intern is employed by a school district within the next three (3) school years. If such employment is not obtained, the teacher intern must requalify by passing the National Teacher Examinations or the examinations stipulated in 704 KAR 20:305 and 704 KAR 20:310 and obtaining a new statement of eligibility for certification.

(7) Teacher interns who have completed only one satisfactory semester of internship shall have the opportunity to continue the internship with employment for a semester during another school year provided the teacher intern is employed by a school district; however, if such employment is not obtained within the next three (3) school years, the teacher intern must requalify for admission to the remaining internship by again passing the National Teacher Examinations or the examinations stipulated in 704 KAR 20:305 and 704 KAR 20:310.

Section 5. Payment to Resource Teacher, Teacher Educator

(1) Within the provisions of the budgetary act the Department of Education shall contract with the local school district, or make other appropriate arrangements, and the Office of Vocational Education shall reimburse state-operated vocational schools, for the direct services of the resource teachers to each teacher intern and in addition for participation in committee supervision and assessment meetings. Such contract shall provide for extra service payments above and beyond the provisions of the local salary scale for work done outside normal working hours and shall not exceed the amount of $1,000 for a year of service as a resource teacher. Any services for less than one year shall be reimbursed on a pro-rata basis for the actual services performed. The contract shall also provide for the employment of substitute teachers to provide at least twenty (20) clock hours of released time for the resource teacher to observe and assist in the classroom of the teacher intern.

(2) The Department of Education shall contract with the colleges and universities for partial reimbursement of travel expenses and staff time. Each institution shall make its own determination as to the assignment of personnel and reimbursement for travel expenses.

Section 6. Complaints

Complaints relative to failure of the teacher internship committee to comply with and follow all prescribed statutory and regulatory requirements and procedures in assisting and assessing a teacher intern shall be directed to, and assessed by, the Department of Education which shall, whenever practical, make a determination thereon within sixty (60) days following the receipt of each complaint.

APPENDIX E

704 KAR 20:310

704 KAR 20:310. WRITTEN EXAMINATION AND INTERNSHIP PREREQUISITES FOR VOCATIONAL TEACHERS

Section 1. Description of Subject Areas, Written Tests

All new industrial education, health and personal service occupation, public service teacher applicants, and other applicants for vocational teacher certificates both with and without a teacher preparation degree; and out-of-state applicants for vocational certification with less than two (2) years of teaching experience shall successfully complete the appropriate written tests prior to initial Kentucky certification. Each applicant without a teacher preparation degree shall successfully complete the Comprehensive Test of Basic Skills (CTBS) for communication skills and general knowledge and the Office of Vocational Education's Teacher Aptitude Test (TAT). Each applicant with a teacher preparation degree shall successfully complete the National Teacher's Examination (NTE) Core Battery as specified in 704 KAR 20:305, Section 2(1). All applicants shall take a specialty test in the occupational area for which certification is to be granted. Specialty tests are identified as follows:

(1) Industrial education--National Occupational Competency Testing Institute's (NOCTI) Teacher Occupational Competency Test (TOCT) if one corresponding to the teaching specialty is available; or if not, the Office of Vocational Education, Department of Education, developed test corresponding to the teaching specialty.

(2) Health occupations--the appropriate state or national examination, where one exists; or, if not, the Office of Vocational Education, Department of Education, developed test corresponding to the teaching specialty.

(3) Public service--the corresponding Office of Vocational Education, Department of Education, developed test.

Section 2. Comprehensive Test of Basic Skills: Cut Scores

In order to satisfy the testing prerequisites for teacher certification, and before an initial certificate is granted, each applicant shall make the following minimum passing score on each of the applicable following tests:

(1) The Comprehensive Test of Basic Skills:

(a) Communication Skills 742;
(b) General Knowledge 720;

(2) The Teacher Aptitude Test 650;

(3) Specialty Area Tests for Industrial Education:

(a) Air Conditioning
NOCTI--Air Conditioning Refrigeration 548;

(b) Aircraft Mechanics
NOCTI--Airframe & Power Plant 578;
(c) Appliance Repair
NOCTI--Major Appliance Repair 531;
(d) Auto Body Repair
NOCTI--Auto Body Repair 613;
(e) Auto Mechanics
NOCTI--Auto Mechanics 554;
(f) Auto Parts
State Developed--Auto Parts 490;
(g) Building Maintenance
NOCTI--Building Trades Maintenance 548;
(h) Cabinetmaking
NOCTI--Cabinetmaking and Millwork 523;
(i) Carpentry
NOCTI--Carpentry 597;
(j) Civil & Highway Technology
NOCTI--Civil Technology 392;
(k) Commercial Art
NOCTI--Commercial Art 518;
(l) Commercial Sewing
NOCTI--Power Sewing 600;
(m) Diesel Mechanics
NOCTI--Diesel Mechanics 509;
(n) Drafting
NOCTI--Machine Drafting 564;
(o) Electricity
NOCTI--Industrial Electrician 538;
(p) Electronics
NOCTI--Electronics Technology 498;
(q) General Miner
State Developed--General Miner 520;
(r) Graphic Arts
NOCTI--Printing - Offset 495;
(s) Heavy Equipment Operator
State Developed--Heavy Equipment Operator 510;
(t) Heavy Equipment Repair
NOCTI--Diesel Mechanics 509;
(u) Industrial Machinery Maintenance
State Developed--Industrial Machinery Maintenance 480;
(v) Instrumentation
NOCTI--Electronics Technology 498;
(w) Interior Finishing
State Developed--Interior Finishing 460;
(x) Machine Shop
NOCTI--Machine Trades 525;
(y) Masonry
NOCTI--Masonry 556;
(z) Meat Cutting
State Developed--Meat Cutting 580;
(aa) Mine Maintenance Technology
State Developed--Mine Maintenance Technology 560;
(bb) Mine Equipment Operator
State Developed--Mine Equipment Operator 570;

(cc) Office Machine Repair
NOCTI--Electronics Technology 498;
(dd) Plumbing
NOCTI--Plumbing 501;
(ee) Radio & TV Production
State Developed--Radio & TV Production 440;
(ff) Radio & TV Repair
NOCTI--Radio & TV Repair 629;
(gg) Sheet Metal
NOCTI--Sheet Metal 596;
(hh) Small Engine Repair
NOCTI--Small Engine Repair 560;
(ii) Tailoring
NOCTI--Textile Production/Fabrication 557;
(jj) Tool and Die
NOCTI--Tool and Die Maker 369;
(kk) Truck Mechanics
NOCTI--Diesel Mechanics 509;
(ll) Upholstery
State Developed--Upholstery 520;
(mm) Welding
NOCTI--Welding 510;

(4) Specialty Area Test for Health and Personal Service Occupation:

(a) Barbering -- The Kentucky Board of Barbering Examination and Barbering Instructors' License;
(b) Bio-Medical Equipment Technician -- Board of Examiners for Bio-Medical Equipment Technicians operating under the Certification Commission Examination and Bio-Medical Equipment Technician;
(c) Cosmetology -- Kentucky Board of Hairdressers and Cosmetologists Instructors' License;
(d) Dental Assisting -- Dental Assistants' National Board Examination and Dental Assistants' Certification or American Dental Association National Board Examination and Dental Hygiene Licensure coupled with State or Regional Board of Dentistry Examination and Dental Hygiene Licensure;
(e) Health Services -- The National Council of Licensure Examination Administered by the Kentucky Board of Nursing and Registered Nurse License in Kentucky;
(f) Medical Assisting -- The National Council of Licensure Examination administered by the Kentucky Board of Nursing and Registered Nurse License in Kentucky or American Association of Medical Assistants' Examination and Medical Assistant Certification;
(g) Medical Laboratory Technician -- American Society of Clinical Pathologist Certification Examination and Medical Technologist Registration or National Certification Agency Certification Examination and Clinical Laboratory Scientist Certification;
(h) Medical Secretary -- State Developed--Medical Secretary, with a minimum score of 580;
(i) Practical Nursing -- The National Council Licensure Examination administered by the Kentucky Board of Nursing and Registered Nurse License in Kentucky;

(j) Radiologic Technology -- American Registry of Radiologic Technologists' Certification Examination and Radiographers' Registration;
(k) Respiratory Therapy Technology -- National Board for Respiratory Care;
(l) Surgical Technology -- The National Council Licensure Examination administered by the Kentucky Board of Nursing and Registered Nurse License in Kentucky or Association of Surgical Technologists' Examination under the direction of the Liaison council on Certification and Surgical Technologists' Certification;

(5) Specialty Area Test for Public Service:

(a) Public Service -- State Developed--Public Service, with a minimum score of 630; and

(6) Specialty Area Test: Other

(a) Commercial Foods -- NOCTI--Quantity Foods, with a minimum score of 618.

Section 3. Test Requirements: New Programs

Teacher applicants in new vocational programs for which no appropriate specialty test is yet available shall not be required to take a specialty test, except for research and validation purposes. After the new program has been piloted and fully implemented, any new teacher applicant will be required to pass a designated specialty test.

Section 4. Initial Certification

Applicants for initial certification may take the written tests on any of the dates established by the Department of Education, Office of Vocational Education, with such tests to be administered at least twice monthly. Public announcement of testing dates and locations shall be issued sufficiently in advance of testing dates to permit advance registration as required by the Office of Vocational Education. It shall be the responsibility of each applicant to seek information regarding the dates and location of the tests and to make application to the Office of Vocational Education for the appropriate tests prior to the deadlines established and sufficiently in advance of anticipated employment. Applicants must authorize test results to be forwarded to the Teacher Education and Certification Division, Department of Education.

Section 5. Test Fee

Applicants shall pay an examination fee of fifty (50) dollars directly to the testing agency for the four (4) tests. In the event that fewer than the four (4) tests are to be taken, the fee schedule shall be as follows: (1) CTBS--Communication Skills, ten (10) dollars; (2) CTBS--General Knowledge, ten (10) dollars; (3) Teacher Aptitude Test, ten (10) dollars; (4) specialty area tests, twenty (20) dollars.

Section 6. Test Retake

Applicants who fail to achieve at least the minimum score on one (1) or more of the test(s) shall be permitted to retake the test or those tests, and all retakes must meet the regularly scheduled testing dates. However, initial certification will not be granted until acceptable scores are achieved in each of the required areas.

Section 7. Analyses of Tests by Department of Education

The Department of Education shall collect such data and conduct such analyses of the impact of these tests as to permit a review of these regulations on at least a biennial basis.

Section 8. Internship Requirements

All applicants for Kentucky vocational teaching certificates who successfully complete the required written tests shall serve a one (1) year internship. The teacher shall be a full-time employee or serve on at least a half-time basis and shall have supervision, assistance, and assessment during the one (1) year internship. The Office of Vocational Education shall administer the internship program and shall follow the requirements established by the State Board of Education:

(1) A beginning teacher committee meeting the requirements of KRS 161.030 shall be identified by the Office of Vocational Education and shall consist of:

(a) A resource teacher who is certified as a vocational teacher in the same area in which the intern seeks certification;
(b) The school principal where the internship is being served; and
(c) A vocational teacher educator from a state-approved teacher training institution or, if the teacher training institution is unable to provide a member, an occupational specialist within the Office of Vocational Education.

(2) Internships for vocational teachers in area centers and state vocational-technical schools shall be administered by the Office of Vocational Education, Department of Education.

APPENDIX F

ROSTER OF THE ADVISORY COMMITTEE ON THE TEACHER INTERNSHIP PROGRAM

ADVISORY COMMITTEE ON THE TEACHER INTERNSHIP PROGRAM

Representing Kentucky Association of Colleges for Teacher Education:
Dr. Roger Pankratz, Associate Dean, College of Education and Behavioral Sci., Western Kentucky University, Bowling Green, KY 42101, (502) 745-4662.

Representing Kentucky Association of Teacher Educators:
Dr. William Banks, Professor of Education, School of Education, University of Louisville, Louisville, KY 40292, (502) 588-6591.

Mrs. Juanita Kennedy Park, Western Kentucky University, Cravens Graduate Center, Suite 111, Bowling Green, KY 42101, (502) 745-5303.

Representing Kentucky Council on Teacher Education and Certification:
Dr. Joseph E. Early, Academic Dean, Cumberland College, Williamsburg, KY 40769, (606) 549-2200. 1 + 4214

Representing Kentucky Association of School Superintendents:
Dr. William Clyde Wesley, Superintendent, Harlan Independent Schools, Harlan, KY 40831, (606) 573-3595.

Representing Kentucky Association of Secondary School Principals:
Dr. John Dunn, Principal, Daviess County Middle School, 1415 East Fourth St., Owensboro, KY 42303, (502) 684-9632.

Representing Kentucky State Board of Education:
Dr. Clay Parks, P. O. Box 147, Dry Ridge, KY 41035, (606) 823-4431.

Representing Kentucky Education Association:
Mr. Jon Henrickson, HC 67, Box 650, Carcassonne, KY 41804, Office: (606) 633-2524; Home: (606) 633-7958.

*Mrs. Martha Dell Sanders, Kentucky Education Association, 401 Capitol Ave., Frankfort, KY 40601, (502) 875-2889.

Ms. Garnett W. Franklin, Kentucky Education Association, 401 Capitol Ave., Frankfort, KY 40601, (502) 875-2889.

Mrs. Hallie Coleman Evans, 3410 Pepperhill, Lexington, KY 40503, Office: (606) 299-5408, Home: (606) 269-1116.

Mrs. Brenda Hare McGown, Route 6, 1012 Dickens, Bowling Green, KY 42101, (502) 781-0994.

Mrs. Paula Rishty Ott, Box 101, Millersburg, KY 40348, (606) 484-2316.

Representing KDE, Office of Vocational Education:
Mr. Don Wilson, Teacher Testing Unit, Office of Vocational Education, Capital Plaza Tower, Frankfort, KY 40601, (502) 564-3472.

Representing Kentucky Institutions of Higher Education:
Dr. Bonnie Banker, Chair, Division of Education and Psychology, Asbury College, Wilmore, KY 40390, (606) 858-3511.

*Committee Chairperson
Dr. Ollie Bissmeyer, 137 Taylor Education Building, University of Kentucky, Lexington, KY 40506. (606) 257-3649.

Dr. Ken Carter, Chair., Education, College of Professional Studies, Northern Kentucky University, Highland Heights, KY 41076, (606) 572-5365.

Dr. Rose Howard, Bellarmine College, Louisville, KY 40205, (502) 452-8211.

Dr. Tom Jeffries, Associate Dean, School of Education, University of Louisville, Louisville, KY 40292, (502) 588-6411.

Dr. Richard LaBrecque, College of Education, 131 Taylor Education Building, University of Kentucky, Lexington, KY 40506-0017, (606) 257-4996.

Dr. Phil Nacke, College of Education, 315 Dickey Hall, University of Kentucky, Lexington, KY 40506, Office: (606) 257-7859, Home: (606) 276-4124.

Dr. Truman Whitfield, College of Education, Murray State University, Murray, KY 42071, (502) 762-2054.

Representing University Student Body:
Mrs. Rosetta Sandidge, College of Education, 103 Dickey Hall, University of Kentucky, Lexington, KY 40506, (606) 257-2884.

Representing Local School Districts:
Mrs. Carol Banks, Instructional Supervisor, Franklin County Schools, 916 East Main St., Frankfort, KY 40601, Office: (502) 695-2460, Home: (502) 695-4370.

Mr. Ron Schmidt, Fayette County Schools, 701 East Main St., Lexington, KY 40502, (606) 281-0100, Ext. 263.

Representing Kentucky General Assembly:
Senator Nelson Allen, 507 Bellefonte Princess Road, Ashland, KY 41101, Office: (606) 836-8915, Home: (606) 329-8126.

Representative Harry Moberly, Jr., P. O. Box 721, Richmond, KY 40475, Home: (606) 624-2781.

Staff Assigned to ACTIP:
Dr. Betty Griffin, Unit Director, Division of Teacher Education and Certification, Kentucky Department of Education, Capital Plaza Tower, Frankfort, KY 40601, (502) 564-4779.

Ex-Officio Participant:
Dr. Akeel H. Zaheer, Director, Division of Teacher Education and Certification, Kentucky Department of Education, Capital Plaza Tower, Frankfort, KY 40601, (502) 564-4606.

Dr. Elizabeth Nelli, Assistant Director, Division of Teacher Education and Certification, Kentucky Department of Education, Capital Plaza Tower, Frankfort, KY 40601, (502) 564-4606.

APPENDIX G

STATEMENT OF ELIGIBILITY/CONFIRMATION OF EMPLOYMENT

SUPERINTENDENT'S CHECKLIST

TEACHER INTERN'S CHECKLIST

RECORD OF TIME SPENT WITH RESOURCE TEACHER

PROFESSIONAL DEVELOPMENT PLAN

PRINCIPAL'S CHECKLIST

COMMITTEE MEETING CHECKLISTS

CLASSROOM OBSERVATION INSTRUMENT

FINAL REPORT OF THE TEACHER INTERNSHIP YEAR (TC-12)

PROGRESS REPORT OF THE TEACHER INTERNSHIP YEAR (TC-20)

THIS IS NOT A TEACHING CERTIFICATE

Commonwealth of Kentucky
DEPARTMENT OF EDUCATION
Division of Teacher Education and Certification
Frankfort, Kentucky 40601 Telephone: (502) 564-4606

STATEMENT OF ELIGIBILITY AND CONFIRMATION OF EMPLOYMENT FOR THE BEGINNING TEACHER INTERNSHIP

Social Security Number
Effective Date
Expiration Date

This Statement of Eligibility serves as evidence that the holder is eligible for teacher certification and rank described below. Once the holder secures appropriate employment in a Kentucky public school or in an accredited non-public school, Part B of this document should be completed and the entire document returned to the Division of Teacher Education and Certification without delay.

PART A -- TEACHING ELIGIBILITY

Degrees

SAMPLE

Certification

Rank

Director, Teacher Education and Certification

Date of
Transaction: _____

PART B -- CONFIRMATION OF EMPLOYMENT

Location of Employment
Second Semester of the Teacher's Intenship Year: (Please Check) _____ Yes _____ No
District Number: ___ ___ ___ District Name: _____
School Number: ___ ___ ___ School Name: _____
Teaching Position: (PSD subject code): ___ ___ ___ Grade Range: (low to high) __ __ __ __
Beginning Date of Employment: _____

Principal: _____
(Name) (Street) (City, State, Zip Code)

VERIFICATION OF EMPLOYMENT

I verify that _____ has been employed in my school district as indicated above.

Signature: _____ Date: _____
District Superintendent

Signature: _____ Date: _____
Beginning Teacher

Note: Return completed form to the address printed at the top of the form. Indicate any changes in address. Upon written request, the teacher may be issued a certificate for substitute teaching.

Dr. John Brock, Superintendent of Public Instruction

KDE/MIC Approved
3200-893 REV. 4/87

Kentucky Department of Education
Division of Teacher Education and Certification

KENTUCKY TEACHER INTERNSHIP PROGRAM YEAR SUPERINTENDENT'S CHECKLIST

STATEMENT OF ELIGIBILITY:

_____ Teaching Eligibility (Part A) matches teaching position (PSD subject code and grade range)

_____ Confirmation of Employment (Part B) completed

_____ Verification of Employment section signed by intern and district superintendent.

_____ Entire form returned to Teacher Internship Unit, Division of Teacher Education and Certification, Kentucky Department of Education.

NOTE: All Confirmation of Employment forms for interns hired for the fall semester must be received by September 18 in order for the intern to meet the 70 days per semester requirement.

TEACHER INTERNSHIP COMMITTEE:

_____ Official letter assigning resource teacher and principal received from Kentucky Department of Education.

NOTE: Follow-up with internship unit if resource teacher assignment is not confirmed by letter within 10 days.

_____ Resource Teacher's letter forwarded to the resource teacher.

_____ Official notification of teacher educator assignment received from regional university.

_____ One-Year Provisional Teaching Certificate received by intern.

MATERIALS RECEIVED FROM KENTUCKY DEPARTMENT OF EDUCATION:

_____ Kentucky Teacher Internship Program Handbook

_____ Resource Teacher Handbook

_____ Classroom Observation Instruments (COI's)

_____ Committee Meeting Checklists (4)

_____ Final Report forms (TC-12)

_____ Progress Report forms (TC-20)

_____ Substitute Teacher Reimbursement forms

_____ Materials distributed to principals on intern committees.

REPORTS:

_____ Final Report form (TC-12) for interns completing 140 days in December (January-December) returned collectively by the local school district internship coordinator to the Kentucky Department of Education by December 20.

_____ Final Report form (TC-12) for interns completing 140 days in May (August-June) returned collectively by the local school district internship coordinator to the Kentucky Department of Education by April 15.

_____ Progress Report form (TC-20) for interns completing 70 days (January-June) returned collectively by the local school district internship coordinator to the Kentucky Department of Education by May 15.

Kentucky Department of Education
Division of Teacher Education and Certification

TEACHER INTERN'S CHECKLIST

_____ **First Committee Meeting for orientation to the Kentucky Teacher Internship Program:**

_____
(Date, Time, Location)

_____ Received names of my Teacher Internship Committee:

Principal: _____
(Name, Address, Telephone

Resource Teacher: _____
(Name, Address, Telephone

Teacher Educator/Instructional Supervisor or
Office of Vocational Education
Staff Member: _____
(Name, Address, Telephone

_____ Received Kentucky Teacher Internship Program Handbook

_____ Reviewed process/materials used for observations.

_____ Expectations of each committee member stated:

_____ My expectations expressed:

_____ Outline of events for internship stated:

_____ Discussed the Professional Development Plan (PDP):

_____ Discussed contents of protfolio to be assembled for committee review:

_____ Concerns, problems expressed:

****

_____ Schedule for First Series of Observations* (scheduled with assistance of the principal):

Principal: _____
(Date, Time)

Resource Teacher: _____
(Date, Time)

Teacher Educator/Instructional Supervisor or
Office of Vocational Education
Staff Member: _____
(Date, Time)

*Observations by committee members should be staggered so they are not held the same day.

_____ **Second Committee Meeting:** _____
(Date, Time Location)

_____ Review of my progress:

_____ Restatement of expectations:

_____ Restatement of suggestions:

_____ Expectations for portfolio stated:

_____ Professional Development Plan developed and initiated:

_____ Concerns, problems:

****

_____ **Schedule for Second Series of Observations* (scheduled with assistance of the principal:**

Principal: _____
(Date, Time)

Resource Teacher: _____
(Date, Time)

Teacher Educator/Instructional Supervisor or
Office of Vocational Education
Staff Member: _____
(Date, Time)

*Observations by committee members should be staggered so they are not held on the same day.

_____ **Third Committee Meeting:** _____
(Date, Time, Location)

_____ Review of my progress:

_____ Restatement of expectations:

_____ Restatement of suggestions:

_____ Portfolio contents reviewed and expanded:

_____ Review and modify PDP if indicated:

_____ Concerns, problems:

****

_____ **Schedule for Third Series of Observations* (scheduled with assistance of the principal:**

Principal: _____
(Date, Time)

Resource Teacher: _____
(Date, Time)

Teacher Educator/Instructional Supervisor or
Office of Vocational Education
Staff Member: _____
(Date, Time)

*Observations by committee members should be staggered so they are not held on the same day.

_____ **First Committee Meeting:** _____
(Date, Time, Location)

_____ Review of my progress:

_____ Restatement of expectations:

_____ Restatement of suggestions:

_____ Review of portfolio contents:

_____ Review of PDP and determination of level of fulfillment:

_____ Concerns, problems:

NOTE:

If a teacher intern resigns and, therefore, terminates his/her internship program, the local school district coordinator should send a letter to the Internship Unit immediately releasing the intern from the teaching contract. If the intern has completed at least 70 days during the semester and all other internship requirements have been met, a Progress Report form (TC-20), along with the classroom observation instruments, should be forwarded to the Internship Unit by the local school district internship coordinator.

RECORD OF TIME SPENT WITH RESOURCE TEACHER*

In Class		Out of Class	
Date	Amount of time	Date	Amount of time

* Both the resource teacher and intern should initial each entry in amount of time column.

PROFESSIONAL DEVELOPMENT PLAN

Strengths: _____

_____

_____

_____

_____

_____

_____

Growth Areas:

1.
2.
3.
4.

Strategies and Resources:

1.
2.
3.
4.

Actions Demonstrating Growth

1. _____

_____

_____

_____

_____

date to be completed

2. _____

_____

_____

_____

_____

date to be completed

3. _____

_____

_____

_____

_____

date to be completed

4. _____

_____

_____

_____

_____

date to be completed

Signatures:

Principal _____ **Date** _____

Resource Teacher _____ **Date** _____

Teacher Educator _____ **Date** _____

Kentucky Department of Education
Division of Teacher Education and Certification

KENTUCKY TEACHER INTERNSHIP PROGRAM
PRINCIPAL'S CHECKLIST

Teacher Intern: _____

Teaching Assignment: _____

Resource Teacher: _____

Room, Number, Telephone Number: _____

Teacher Educator/Instructional Supervisor: _____

Address, Telephone Number: _____

_____ Teacher intern informed about first committee meeting (Orientation).
Date: _____
Time: _____
Location: _____

Teacher intern attended first committee meeting (orientation)

Teacher intern received handbook: _____ (date)

Resource teacher received handbook: _____ (date)

Teacher Educator/Instructional Supervisor received handbook: _____ (date)

****

_____ All first observations have been scheduled and confirmed with intern (committee members' observations should be staggered so they are not held on the same day.):

Principal:

_____ date, time

Resource Teacher:

_____ date, time

Teacher Educator/Instructional Supervisor:

_____ date, time

Substitute teacher scheduled while resource teacher observes:

_____

NOTE: If a teacher intern is employed later than the usual hiring date, the principal should adjust the schedules. See 704 KAR 20:320, Section 4, Item (3), in Appendix B.

_____ Extra Classroom Observation Instrument forms are available in school office.

_____ Second committee meeting scheduled (see timetable).

Date: _____
Time: _____
Location: _____

_____ Confirmed with teacher intern.

_____ Second committee meeting held: All members present _____
Teacher intern joined meeting _____

OR

Rescheduled: New Date: _____
Time: _____
Location: _____

_____ Confirmed with teacher intern.

_____ KTIP Classroom Observation Instruments collected, copy given to teacher intern, and original filed by principal.

_____ PDP prepared and filed.

Total number of hours spent with teacher intern by resource teacher by second committee meeting:

_____ (of 20 required in-class)
_____ (of 50 required out-of-class)

****

_____ All second observations have been scheduled and confirmed with teacher intern. (Committee members' observations should be staggered so they are not held on the same day.):

Principal:

_____
date, time

Resource Teacher:

_____
date, time

Teacher Educator/Instructional Supervisor:

_____
date, time

Substitute teacher scheduled while resource teacher observes:

_____

_____ Third committee meeting scheduled (see timetable).

Date: _____
Time: _____
Location: _____

_____ Confirmed with teacher intern.

_____ Third committee meeting held: All members present _____
Teacher intern joined meeting _____

OR

Rescheduled: New Date: _____
Time: _____
Location: _____

_____ Confirmed with teacher intern.

_____ KTIP Classroom Observation Instruments collected, copy given to teacher intern, and original filed by principal.

Total number of hours spent with teacher intern by resource teacher by third committee meeting:

_____ (of 20 required in-class)
_____ (of 50 required out-of-class)

****

_____ All third observations have been scheduled and confirmed with teacher intern (committee members' observations should be staggered so they are not held on the same day.):

Principal:

_____
date, time

Resource Teacher:

_____
date, time

Teacher Educator/Instructional Supervisor:

_____
date, time

Substitute teacher scheduled while resource teacher observes:

_____

_____ Final committee meeting scheduled (see timetable).

Date: _____
Time: _____
Location: _____

_____ Confirmed with teacher intern.

_____ Final committee meeting held: All members present _____
Teacher intern joined meeting _____

OR

Rescheduled: New Date: _____
Time: _____
Location: _____

_____ Confirmed with teacher intern.

_____ KTIP Classroom Observation Instruments collected, copy given to teacher intern, and original filed by principal.

Total number of hours spent with teacher intern by resource teacher by final committee meeting:

_____ (of 20 required in-class)
_____ (of 50 required out-of-class)

_____ Committee decision reached

_____ All committee members have signed Final Report form (TC-12).

_____ Copy kept by principal for teacher intern file.

_____ Teacher intern informed of committee decision and given copy of Final Report form (TC-12) on:

_____
(date)

_____ Original Final Report form (TC-12), along with all original KTIP Classroom Observation Instruments (9), sent to local school district internship coordinator for submission to Kentucky Department of Education.

If a teacher intern resigns and the internship program is terminated, the principal should notify the local school district coordinator to send a letter to the Internship Unit immediately releasing the intern from the teaching contract. If at least 70 days have been completed during the semester, and all other internship requirements have been met, a Progress Report form (TC-20), along with all Classroom Observation Instruments, should be forwarded to the Internship Unit by the local school district internship coordinator.

Kentucky Department of Education
Division of Teacher Education and Certification

TEACHER INTERNSHIP COMMITTEE

KENTUCKY TEACHER INTERNSHIP PROGRAM

CHECKLIST FOR THE FIRST COMMITTEE MEETING (ORIENTATION): (to be held prior to opening of school)

Date:_____ Time:_____ Location:_____

Teacher Intern:_____

Teacher Intern Subject/Grade:_____

Committee Members:

Principal_____
Telephone:_____

Resource Teacher:_____
Telephone:_____

Teacher Educator/
Instructional Supervisor:_____
Telephone:_____

NOTE: If the teacher intern is unable to join the meeting, or if the principal or resource teacher are not present, the meeting MUST be rescheduled. **NOTE: The presence of the teacher educator is optional for the first meeting only.**

TOPICS COVERED

_____ Introductions, exchange of helpful information

_____ Dissemination of handbooks and classroom observation instruments

_____ Review of processes and materials used for observations

_____ Outline of events for internship program stated

_____ Initial discussion of the Professional Development Plan (PDP)

_____ Discussion of contents of portfolio to be assembled by the teacher intern for committee review

(over)

_____ Expectations of each committee member for the teacher intern

_____ Concerns of the teacher intern and/or committee members about the internship:

Specific Concern: Teacher Intern

Specific Concern: Principal

Specific Concern: Resource Teacher

Specific Concern: Teacher Educator

Above concern(s) and means of addressing them have been discussed with the teacher intern at this meeting.

Principal	Resource Teacher	Teacher Educator

Please complete this form and file it with other internship materials for your own reference. Bring it and other internship documents to all meetings. All committee meetings are confidential and should not be shared with anyone other than the teacher intern and members of the committee.

KDE/MIC Approved
3018-903 5/89

Kentucky Department of Education
Division of Teacher Education and Certification

TEACHER INTERNSHIP COMMITTEE

KENTUCKY TEACHER INTERNSHIP PROGRAM

CHECKLIST FOR THE SECOND COMMITTEE MEETING: (see timetable)

Date:_____ Time:_____ Location:_____

Teacher Intern:_____

Teacher Intern Subject/Grade: _____

NOTE: If the teacher intern is unable to join the meeting, or if all members are not present, the meeting MUST be rescheduled.

TOPICS FOR DISCUSSION: PROFESSIONAL DEVELOPMENT PLAN

_____ Prior to the teacher intern's arrival, the team reaches concensus on observation data and suggestions to be made to the teacher intern:

_____ (When the intern is present) Review the teacher intern's progress, based on observation visits, reports of the resource teacher, and reports of the teacher intern.

_____ Preparation of the Professional Development Plan

_____ Initiate portfolio

_____ Statement of expectations for the teacher intern's performance.

(over)

_____ Statement of suggestions for assistance by the resource teacher.

_____ Concerns of the teacher intern and/or committee members about the internship:

Specific Concern: Teacher Intern

Specific Concern: Principal

Specific Concern: Resource Teacher

Specific Concern: Teacher Educator

Above concern(s) and means of addressing them have been discussed with the teacher intern at this meeting.

Principal	Resource Teacher	Teacher Educator

Please complete this form and file it with other internship materials for your own reference. Bring it and other internship documents to all meetings. All committee meetings are confidential and should not be shared with anyone other than the teacher intern and members of the committee.

KDE/MIC Approved
3018-904 5/89

Kentucky Department of Education
Division of Teacher Education and Certification

TEACHER INTERNSHIP COMMITTEE

KENTUCKY TEACHER INTERNSHIP PROGRAM

CHECKLIST FOR THE THIRD COMMITTEE MEETING: (see timetable)

Date:_____ Time:_____ Location:_____

Teacher Intern:_____

Teacher Intern Subject/Grade: _____

NOTE: If the teacher intern is unable to join the meeting, or if the principal or resource teacher are not present, the meeting MUST be rescheduled.

TOPICS FOR DISCUSSION

_____ Prior to the teacher intern's arrival, the team reaches concensus on observation data and suggestions to be made to the teacher intern:

_____ (When the intern is present) Review of the teacher intern's progress, based on observation visits, reports of the resource teacher, and reports of the teacher intern.

_____ Re-evaluate and modify PDP if indicated

_____ Review portfolio and expand.

_____ Restatement of expectations for the teacher intern's performance.

(over)

_____ Restatement of suggestions for assistance by the resource teacher.

_____ Concerns of the teacher intern and/or committee members about the internship:

Specific Concern: Teacher Intern

Specific Concern: Principal

Specific Concern: Resource Teacher

Specific Concern: Teacher Educator

Above concern(s) and means of addressing them have been discussed with the teacher intern at this meeting.

Principal	Resource Teacher	Teacher Educator

Please complete this form and file it with other internship materials for your own reference. Bring it and other internship documents to all meetings. All committee meetings are confidential and should not be shared with anyone other than the teacher intern and members of the committee.

KDE/MIC Approved
3018-905 5/89

Kentucky Department of Education
Division of Teacher Education and Certification

TEACHER INTERNSHIP COMMITTEE

KENTUCKY TEACHER INTERNSHIP PROGRAM

CHECKLIST FOR THE **FINAL** COMMITTEE MEETING: (see timetable)

Date:_____ Time:_____ Location:_____

Teacher Intern:_____

Teacher Intern Subject/Grade: _____

NOTE: If the teacher intern is unable to join the meeting, or if the principal or resource teacher are not present, the meeting MUST be rescheduled.

TOPICS FOR DISCUSSION

_____ Prior to the teacher intern's arrival, the team reaches concensus on observation data and suggestions to be made to the teacher intern and reviews the Professional Development Plan:

_____ (When the intern is present) Review of the teacher intern's progress, based on observation visits, reports of the resource teacher, and reports of the teacher intern. Detailed review of the PDP with input from all four members of the committee.

_____ Restatement of expectations for the teacher intern's performance.

(over)

_____ Restatement of suggestions for assistance by the resource teacher.

_____ Concerns of the teacher intern and/or committee members about the internship:

Specific Concern: Teacher Intern

Specific Concern: Principal

Specific Concern: Resource Teacher

Specific Concern: Teacher Educator

Above concern(s) and means of addressing them have been discussed with the teacher intern at this meeting.

Principal	Resource Teacher	Teacher Educator

PART B:

NOTE: All three committee members must be present or the meeting must be rescheduled.

The purpose of this meeting is to arrive at a professional judegment concerning the internship. The principal shall report the decision of this committee to the teacher intern and to the local school district internship coordinator for forwarding to the Kentucky Department of Education by April 15 for full year interns (Fall-Spring) and December 20 for second-semester interns (Spring-Fall).

CONSIDERATIONS FOR THE COMMITTEE IN MAKING ITS DECISION

If the committee feels a person not satisfactorily completing the internship could benefit from a second year of internship (if hired by the same or another district), it may attach to its decision the circumstances contributing to unsatisfactory completion which the committee reasonably feels might allow the teacher intern to satisfactorily complete a second year of internship. See 704 KAR 20:320, Section 4, Item (5), in Appendix B of the internship handbook.

If the teacher intern's first year of performance is judged to be unsatisfactory by reason of unsatisfactory performance, the teacher intern shall have the opportunity to repeat the internship during another year provided the teacher intern is employed by a school district within the next three school years. See 704 KAR 20:320, Section 4, Item (6) Appendix B of the internship handbook.

If the teacher intern's first year of performance is not of sufficient duration to satisfy the minimum requirement of 140 days of actual teaching (70 days per semester), the teacher intern shall have the opportunity to continue the internship during another school year provided the teacher intern is employed by a school district within the next three years. See 704 KAR 20:320, Section 4, Item (7) in Appendix B of the internship handbook.

THE COMMITTEE'S DECISION

(check one box only)

_____ The teacher intern's performance has been satisfactory.
Comments:

_____ The teacher intern's performance has not been satisfactory because:

_____ The minimum requirement of 140 days has not been met.
Internship is incomplete.

_____ The teacher intern needs additional time and assistance to complete the internship satisfactorily.

When the committee has voted, the "Final Report of the Teacher Internship Year (Form TC-12) must be completed, signed by all committee members, and sent, along with all Classroom Observation Instrument (9), to the local school district internship coordinator for forwarding to the Kentucky Teacher Internship Program, Kentucky Department of Education, 18th Floor, Capital Plaza Tower, Frankfort, KY 40601.

The principal may give a copy of the Final Report form to the intern.

Please complete this form and file it with other internship materials for your own reference. Bring it and other internship documents to all meetings. All committee meetings are confidential and should not be shared with anyone other than the teacher intern and members of the committee.

KDE/MIC Approved
3018-906 5/89

TEACHER BEHAVIORS TO BE CHECKED AT END OF LESSON
DURING THIS OBSERVATION, THE INTERN:

1. _____ asked questions, paused, then identified respondents.
2. _____ elicited responses from a variety of students in a nonrepetitive pattern to check for understanding or

   elicited responses from students in order to check for understanding (appropriate only in K-3 small group instruction in math and reading).
3. _____ used appropriate grammar and vocabulary.
4. _____ conducted a review or summary of major lesson components.
5. _____ provided clear directions for seatwork/homework. (Enter NA if not applicable.)
6. _____ circulated and monitored student's progress during seatwork. (Enter NA if not applicalbe.)
7. _____ was involved.
8. _____ was enthusiastic.

73

OBSERVER'S SUMMARY STATEMENT (OPTIONAL):

AFTER COMPLETING AN OBSERVATION, PLEASE CHECK TO INSURE THAT:

1. ALL INFORMATION ON THE FRONT PAGE OF THE INSTRUMENT IS COMPLETE.
2. EACH LESSON COMPONENT HAS A CHECK (/) OR ZERO (0) ENTERED FOR EACH TREATMENT BEHAVIOR.
3. THE NUMBER OF TALLIES HAS BEEN ENTERED IN THE BOX TO THE LEFT OF EACH BEHAVIOR.
4. EACH LESSON INITIATION AND END OF LESSON BEHAVIOR HAS BEEN MARKED WITH A CHECK (/), ZERO (0), OR NA.

Kentucky Teacher Internship Program
Classroom Observation Instrument

Intern's Name (Print) _____ Last _____ First _____ Middle _____

Intern's SS # _____ Date of Observation _____

School Name _____ School Number _____

District Name _____ District Number _____

Starting Time _____ Ending Time _____

1. Check the subject area observed.

_____ 1.	Language Arts/English	_____ 7.	Physical Education
_____ 2.	Mathematics	_____ 8.	Industrial Education (5-12)
_____ 3.	Science	_____ 9.	Home Economics Education (5-12)
_____ 4.	Social Studies	_____ 10.	Vocational Education _____
_____ 5.	Music	_____ 11.	Special Education _____
_____ 6.	Art	_____ 12.	Other _____

2. Check type of classroom in which observation occurred.

_____ 1.	Self-contained Classroom	_____ 4.	Laboratory/Shop
_____ 2.	Field or Court	_____ 5.	Resource Room
_____ 3.	Library/Media Center	_____ 6.	Other _____

Provide the following information for the class observed.

3. _____ Grade level(s) of students
4. _____ Total number of students in class
5. _____ Number of students having an IEP
6. _____ Intern's number of completed years teaching experience

KDE/MIC Aug 2018 (056 5/98)

Length of coding (in minutes) _____

Observer's name (print) _____

Observer's signature _____

Intern's signature _____

OBSERVATION NOTES:

Lesson Initiation:
1. _____ began observed lesson promptly.
2. _____ secured the attention of students before beginning instruction.
3. _____ used a review of students' previous work or previous lesson content to establish academic focus.
4. _____ provided an over view of lesson content or a statement of lesson objective(s) to establish academic focus.
5. _____ provide an overview of how the lesson would proceed to establish academic focus.

LESSON COMPONENTS

TEACHER BEHAVIORS													
	1. states/defines lesson component												
	2. explains component clearly												
	3. demonstrates component												
	4. provides guided practice												
	5. provides independent practice												

TEACHER BEHAVIORS	DURING INSTRUCTION												
	1. cues students												
	2. uses emphasis												
	3. uses challenge/task attractions												
	4. uses sarcasm/negative affect												
	1. asks academic questions												
	2. asks multiple questions												
	3. allows call-outs												
	4. does not provide wait time												
	5. guides reciter												
	6. does not guide reciter												
	7. asks procedural questions												
	8. asks unrelated questions												
	1. acknowledges student responses												
	2. rephrases/amplifies student responses												
	3. corrects/clarifies student responses												
	4. does not correct/clarify responses												
	1. uses specific academic praise												
	2. uses general academic praise												
	3. uses group academic praise												
	1. uses specific conduct-related praise												
	2. stops misconduct positively												
	3. stops misconduct negatively												
	4. does not stop misconduct												
	5. manages overlapping events												
	1. minimizes management time												
	2. mismanages instructional time												

Treatment Time Management Praise Responses Questioning Techniques Communication

DURING SEATWORK

Kentucky Department of Education
Division of Teacher Education and Certification
Frankfort, Kentucky 40601
Phone: (502) 564-4779

TC-12

FINAL REPORT OF THE TEACHER INTERNSHIP YEAR

Name of Teacher Intern _____

Social Security Number of Teacher Intern _____

School _____ School District _____

Permanent Mailing Address of Teacher Intern _____
Street City State ZipCode

(Current mailing address is necessary for issuance of teaching certificate)

Teacher Intern Committee:

School Principal _____

Resource Teacher _____

Teacher Educator/Instructional Supervisor _____

Teacher Educator/Instructional Supervisor's Institution/District _____

Dates of Observations:	First	Second	Third	Other
Principal	_____	_____	_____	_____
Resource Teacher	_____	_____	_____	_____
Teacher Educator/ Supervisor	_____	_____	_____	_____

Schedule of Committee Meetings:

Date of first meeting (orientation) _____ Date of third meeting _____

Date of second meeting _____ Date of final meeting _____

Certification Decision of the Committee (by majority vote):

Performance is satisfactory _____

Performance is unsatisfactory but teacher intern can benefit from a second year* _____

Performance is unsatisfactory* _____

Remarks:* _____

_____

_____

*Remarks are required if performance is unsatisfactory.

(over)

Number of days of teaching that will be completed by end of school term (70 days required per semester):

First Semester _____ Second Semester _____

Date _____ Signed _____
Principal

_____
Resource Teacher

_____
Teacher Educator/Instructional Supervisor

_____
Local School District Internship Coordinator

Principal:

Please attach the **original** classroom observation instrument from each observation of each committee member to the **original** TC-12 form (if the teacher intern has received an **unsatisfactory**, also attach all four committee meeting checklists and the resource teacher log) and **return** to your local school district internship coordinator.

District Internship Coordinator:

When all forms are **collected** and **checked** for completion, mail **all** Final Reports for the district to the Kentucky Teacher Internship Program Division of Teacher Education and Certification, Kentucky Department of Education, 18th Floor, Capital Plaza Tower, Frankfort, KY 40601.

This report should be on file in the Kentucky Department of Education by April 15 for full year interns and December 20 for second-semester interns.

NOTE: For teacher interns successfully completing the internship year, the completed Form TC-12 will serve in lieu of the Application for Certification Renewal form (TC-2). Therefore, it is imperative that all information be completed, including the intern's current mailing address.

Kentucky Department of Education
Division of Teacher Education and Certification
Frankfort, Kentucky 40601
Phone: (502) 564-4779

PROGRESS REPORT OF THE TEACHER INTERNSHIP YEAR

Name of Teacher Intern _____

Social Security Number of Teacher Intern _____

School _____ School District _____

Permanent Mailing Address of Teacher Intern _____
Street City State Zip Code

(Current mailing address is necessary for issuance of new Statement of Eligibility)

Teacher Intern Committee:

School Principal _____

Resource Teacher _____

Teacher Educator/Instructional Supervisor _____

Teacher Educator/Instructionsl Supervisor's Insitution/District _____

Teacher Intern Committee:	First	Other
Principal	_____	_____
Resource Teacher	_____	_____
Teacher Educator/ Supervisor	_____	_____

Schedule of Committee Meetings:

Date of first meeting (orientation) _____

Date of second meeting _____ Other _____

Progress Report:

Teacher intern is making satisfactory progress _____

Teaching intern needs additional assistance _____

Comments: _____

_____

_____

(over)

Number of actual teaching days completed by end of semester (70 days requried): _____ *

Date _____ Signed _____
Principal

_____
Resource Teacher

_____
Teacher Educator/Instructional Supervisor

_____
Local School District Internship Coordinator

Principal:

Please attach the **original** classroom observation instrument from each observation of each committee member to the **original** TC-20 form (no other forms are needed) and **return** to your local school district internship coordinator.

District Internship Coordinator:

When all forms are **collected** and **checked** for completion, mail **all** Progress Reports for the district to the Kentucky Teacher Internship Program, Division of Teacher Education and Certification, Kentucky Department of Education, 18th Floor, Capital Plaza Tower, Frankfort, KY 40601.

This report should be on file in the Kentucky Department of Education by May 15

*If the teacher intern has not completed 70 days of actual teaching, please forward a letter verifying 70 days of teaching as soon as this amount of experience has been completed.

TIMETABLE FOR THE KENTUCKY TEACHER INTERNSHIP PROGRAM COMMITTEE-SECOND-SEMESTER INTERNS (Spring-Fall Semesters)

By February 15

First Committee Meeting Prior to Any Observation.

Scheduled Through the Principal; Committee Members and Intern Present (presence of the teacher educator is optional for the first meeting only); Orientation to the Kentucky Teacher Internship Program.

By March 15

First Set of Observations by Committee Members.

Second Committee Meeting, Scheduled Through the Principal; All Committee Members Present, Joined Later by Intern. Initiate PDP and Portfolio.

By May 15

"Progress Report of the Teacher Internship for Second-Semester Interns" (TC-20) completed and filed in Kentucky Department of Education.

By November 15

Second Set of Observations by Committee Members.

Third Committee Meeting, Scheduled Through the Principal; All Committee Members Present, Joined Later by Intern. Implement PDP and Expand Portfolio.

By December 15

Third Set of Observations by Committee Members.

Final Committee Meeting, Scheduled Through the Principal.
Part A: All Committee Members Present; Joined Later By Intern. Review PDP and Portfolio.
Part B: All Committee Members Present.
Committee Makes Professional Judgment Regarding Satisfactory Completion of the Internship Year.

By December 20

Final "Report of the Teacher Internship Year" (TC-12) Completed and Filed in Kentucky Department of Education.

NOTE:
1. If the intern's job starts or the committee assignment is made later than the beginning of the school year, the chairperson of the committee is expected to adjust the timetable accordingly, except for the December 20 decision.
2. For interns who change school buildings and/or school districts during the internship year, it is recommended that at least two observations be held by the new committee.
3. Every attempt should be made to schedule committee meetings in conjunction with the teacher educator observations.